- A3235-14 9/87

ALISE

Association for Library and Information Science Education

1987

Library and Information Science Education Statistical Report

ISSN 0739-506X

ALISE

LIBRARY AND INFORMATION SCIENCE EDUCATION STATISTICAL REPORT
1987

edited by
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ASSOCIATION FOR LIBRARY AND INFORMATION SCIENCE EDUCATION
STATE COLLEGE, PA.
1987

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INTRODUCTION

This volume is the eighth annual statistical report on library and information science education published by the Association for Library and Information Science Education (ALISE). It is the continuation of the project begun with the publication of the first report in 1980, edited by Gary R. Purcell. The purpose of the project, as noted in previous editions, remains the compilation, analysis, interpretation and reporting of statistical information about graduate library and information science education programs whose schools are members of ALISE (formerly Association of American Library Schools - AALS). Member schools include those whose programs lead to the first professional degree (i.e., the master's degree) in library and information science that appear on the accredited list of the American Library Association. In addition, membership in ALISE is open to programs which offer a graduate degree in Library Science or cognate field that have not been accredited by ALA. These categories are designated in the text as "ALA schools" and non-ALA schools" respectively.

The authors who have collected, tabulated, analyzed and reported the statistical data in this report form the ALISE Library and Information Science Education Statistics Committee, with Timothy Sineath serving as chair and over all editor and Janet Phillips, Executive Secretary of ALISE, being responsible for the publication and distribution of the Report. In addition, the support staffs of the authors' institutions have made invaluable contributions to the data collection and preparation of the manuscripts of the various parts of the report.

The 1987 Report is arranged in much the same pattern as the previous editions. The section entitled "Summary and Comparative Analysis" begun in 1983 has become a permanent part of the report. This edition is divided into six sections, each of which is listed below with the authors and their institutional affiliations.

1. Faculty - Timothy W. Sineath, University of Kentucky
2. Students - C. Glenn Sparks, University of Texas
3. Curriculum - Daniel Barron, University of South Carolina
4. Income and Expenditures - Fred W. Roper, University of South Carolina
5. Continuing Education - Darlene E. Weingand, University of Wisconsin-Madison
6. Summary and Comparative Analysis - Jane Robbins, University of Wisconsin-Madison

Variations in format and style are attributed to the different topics and the fact that each section was written by a different author. However, questionnaires from which the data were taken were compiled and approved by the Committee as a whole. In previous editions, each section had separately numbered paging preceded by an alphabetical designation. The current edition is consecutively numbered in order to facilitate access to the Report. The tables have retained their section designation. Roman numerals are used to designate the section numbers and arabic numerals to designate the table numbers.

With each annual questionnaire, the Library and Information Science Education Statistics Committee has sought feedback from users, participating schools and others. In addition, the Committee meets regularly to discuss the wording of the questions, the frequency with which they should be asked, and other issues concerning this project. As a result of this continuing evaluation, changes have been made each year. Various improvements in the formats of the questionnaires and in the report have enhanced the accessibility of the information in it. Questions have been modified, deferred to a later year, or dropped entirely. The most important change has been the addition of the Summary and Comparative Analysis section begun in the 1983 edition. The committee has attempted to maintain consistency in the nature and type of information collected and reported in order that these data be comparable from one year to the next. A major objective of the project is to build a data base which will allow comparisons over time as well as comparisons among schools.

The pattern established in the first year of data collection has been continued in this edition. Data for the report were collected through two questionnaires. The first, sent directly to school deans and directors by Timothy W. Sineath, requested confidential salary information about full-time faculty members. The results of this survey appear in the first part of the section on faculty. Because of the sensitive nature of salary information, individual schools are not identified in the faculty section. The remainder of the data was collected through a more extensive questionnaire in five parts prepared by the authors and sent from the office of the ALISE Executive Secretary. In all other sections of the Report individual schools are identified as deemed appropriate by the author of that section.

The response rate to the questionnaire reached 100 percent in 1982. The response rates since are as follows: 1983 (96%); 1984 (93%); 1985 (97%); 1986 (92%); 1987 (95%). Three schools, Catholic, Chicago, and Clarion did not respond at all. The lack of 100% participation of ALA schools weakens the report as a source of comparative data valuable in charting long-term trends and in comparing schools. It is therefore not only enlightened self-interest but seen as a professional obligation for all schools to report the statistical information requested fully, accurately and in a timely manner. Among the non-ALA schools, only 7 responded. While this response rate is insufficient for analysis or comparative purposes, it will contimue to be collected since no other sourse of information about these programs is easily available.

Copies of the Report are available at cost for schools which have contributed data to this edition. Copies are available at a nominal charge to other schools, institutions and individuals. As with past practice, the expense of tabulating and analyzing the data and the compilation of the report was underwritten by the four participating schools and the authors of each section. The over all editing and preparation for publishing was the responsibility of the Editor. ALISE would like to thank the responsible persons in each school for their contributions to this Report. Without the many hours of work by these individuals and by the Committee, this project would not be possible.

Gary R. Purcell, has written the "Faculty" section of the Report for the four years prior to this edition. His authorship of this section of the report as well as his past editorship have been an important contribution to its success. ALISE is greatful to him for his valuable assistance and wishes also to thank his institution: the University of Tennessee.

In the Introduction to previous editions of the report various data have been extracted from each of the five sections which seemed to be of special interest. In particular the 1982 edition provided a comparison over time in our effort to discern any trends during these years. This comparative report was also written by Gary R. Purcell. In order to provide an extended comparative analysis to that previously included in the "Introduction," beginning in 1983 a new section entitled "Summary and Comparative Analysis" was added. This section includes a summary of the entire report and a cross analysis of the various parts with interpretive commentary. It is hoped that this section will continue to be a valuable addition to an already much used report and that it will continue to increase the access to and utility of the report and thereby further our understanding of library and information science education. In the 1986 edition this section was authored by Evelyn H. Daniel, University of North Carolina, Chapel Hill. ALISE wishes to thank her for this contribution.

Timothy W. Sineath
Editor

FACULTY

by

Timothy W. Sineath

Following the pattern of previous reports, faculty data included in this report appear in two parts. Data in Part I have been compiled from a form submitted to this writer, on a confidential basis, by the dean or director of each of 60 library education programs accredited by the American Library Association (ALA) on January 1, 1987. Hereafter, these schools will be referred to as ALA schools. Also included in Part I is a compilation of similar data provided by 7 library education programs that are not accredited by the American Library Association. These schools will be referred to as non-ALA schools.

Part II of the faculty section of this report has been compiled from information provided by 57 ALA accredited schools and by 7 non-ALA accredited schools in response to the faculty section of the general questionnaire prepared for the Association for Library and Information Science Education. However, as explained in the introduction to Part II, 3 schools that were eligible to report in the section concerned with the ALA accredited schools did not. These schools are listed in the tables, where appropriate, thus resulting in a list of 60 ALA accredited schools that constitute the total list of schools in that category.

Part I of the faculty section is based upon data reported by the participating schools as of January 1, 1987. Part II, however provides information that pertained to the schools during the fiscal year 1985-86 (July 1, 1985, to June 30, 1986). In requesting the data appearing in Part I, each dean and director who was assured that there would be complete confidentiality of the information supplied. Thus, in this report, neither individual faculty members nor individual schools are linked to specific data that pertains to information on salary, gender, race, age, or any other category covered. However, confidentiality was not promised on the information supplied on the faculty portion of the ALISE questionnaire, and individual schools are identified by name in the tables found in Part II.

Part I:

This is the fourteenth survey of faculty salaries and related data pertaining to library education that are a part of this series. Ten of the previous thirteen were compiled and reported by Russell E. Bidlack, former Dean of the School of Library Science at the University of Michigan. The remaining three surveys were compiled by Gary Purcell of the University of Tennessee. This is the first compilation of this survey by this writer. The format followed in this report is basically the same as that used in previous years. This format has been retained in order to ensure comparability of data from year to year. Data were provided by the chief executive officers of 56 of the 60 schools accredited by ALA on January 1, 1987. Last year 62 schools that met this criteria reported.

This is the eighth successive year that non-ALA accredited schools have been included in the survey. In the past, these schools were identified as ALISE associate institutional member schools, but with the discontinuation of the distinction between institutional member and associate institutional member schools, new terminology will be used to distinguish between the two sets of schools. This year there were 7 non-ALA accredited schools that responded to the survey compared to 13 last year.

The chief executive officers of all of the schools are referred to in this report as deans and directors for the sake of convenience even though some hold other titles. Each dean or director was requested to provide specific information about each full-time faculty member, (including the dean or director), who held employed status as of January 1, 1987. The categories of information requested were: (1) title and/or academic rank; (2) annual salary rate; (3) whether appointed for the fiscal or academic year; (4) whether or not tenured; (5) sex; (6) highest degree earned; (7) discipline of highest degree; (8) ethnic origin (except Canadian schools); (9) age category (by 5-year groupings); (10) year of appointment to the school's full-time faculty; and (11) year of appointment to present rank in the school in which currently employed. These categories are the same as used for the past several years.

As in past years, fringe benefits were not reported as part of the salaries, and stipends for summer teaching, extension teaching, or other over-load rewards were also excluded. Faculty members on sabbatical leave on January 1, 1987 were not included in the analysis this year, although they have been in past years.

The 60 ALA accredited schools included in the faculty report this year are located at the following universities: Alabama; Alberta; Arizona; Atlanta; Brigham Young; British Columbia; California, Berkeley; California, Los Angeles; Catholic; Chicago; Clarion State; Columbia; Dalhousie; Drexel; Emory; Emporia State; Florida State; Hawaii; Illinois; Indiana; Iowa; Kent State; Kentucky; Long Island; Louisiana State; Maryland; McGill; Michigan; Missouri; Montreal; SUNY, Albany; SUNY, Buffalo; North Carolina; North Carolina, Central; North Carolina at Greensboro; Northern Illinois; North Texas State; Oklahoma; George Peabody College of Vanderbilt; Pittsburgh; Pratt; Queens; Rosary; Rutgers; St. John's; San Jose; Simmons; South Carolina; South Florida; Southern Connecticut State; Southern Mississippi; Syracuse; Tennessee; Texas; Texas Woman's; Toronto; Washington; Western Ontario; Wisconsin, Madison; and Wisconsin, Milwaukee. Schools not included this year that were last year are Case Western Reserve and Rhode Island.

In keeping with a long standing institutional policy regarding the release of salary data, one school, Brigham Young declined to provide this information. Also Dalhousie did not supply salary data.

The number of full-time faculty members at the 57 of 60 ALA accredited schools reporting, including deans and directors, totaled 572, down from 603 last year and 650 the previous year. This number does not include positions unfilled at the time the report was sent, nor does it include persons on sabbatical. Counting positions or people in these two categories, the total number of full-time faculty positions as of January 1, 1987 was 609. However, the base number used for most of the analyses that follow will be 572, although the base number for some analyses will be a lesser number, depending on the number of persons reported. The number of full-time faculty in the 57 schools ranged from a low of 4 in one school to a high of 25 in another school. The average faculty size (excluding persons on sabbatical or reported unfilled positions) was 10.03 which represents an increase of .33 from last year's 9.70. This remains an erosion in the average faculty size from 1974, when these data were first reported in this series. At that time, the average faculty size was 11.66. This is a drop of 1.63 positions in the average size of the faculties of the ALA accredited schools. Table I-1 shows the average number of faculty members from 1974 to 1987, and illustrates the steady decline in average faculty size through 1986. In 1987, the average size increased by 1/3 of a position over 1986.

TABLE I-1:
Average Faculty Size, ALA Accredited Schools
1974 to 1987

Year	Number of Schools Reporting	Average Number of Full-time Faculty
1974	53	11.66
1975	59	11.32
1976	62	11.24
1977	64	11.05
1978	64	10.69
1979	67	10.67
1980	67	10.66
1981	69	10.46
1982	69	10.23
1983	68	10.00
1984	66	9.97
1985	66	9.85
1986	62	9.70
1987	57	10.03

Table I-2 shows the variation in the number of full-time faculty among the 57 responding schools on January 1, 1987. This table shows that as of that date, 31 of the 57 ALA schools had full-time faculties of 9 persons or less, including the dean or director. It has been the case in the past three years that more than half of the schools had a faculty size of less than 9 persons. The table also shows that the most common fauclty size among the schools in 1987 is 9. In 1986 this number was 9. In 1985, 9 was also the most common size, with 11 schools reporting that size. This year the number has decreased to 9 schools.

TABLE I-2:
Variation in the Number of Full-time Faculty, Including Deans and Directors, Per School Among 57 ALA Accredited Schools on January 1, 1987

Number of Full-time Faculty	Number of Schools	Percentage of Total (57)
4	1	1.7
5	3	5.2
6	4	7.0
7	6	10.5
8	8	14.0
9	9	15.7
10	5	8.7
11	6	10.5
12	3	5.2
13	4	7.0
14	3	5.2
15	2	3.5
17	1	1.7
20	1	1.7
29	1	1.7

Of the 575 full-time faculty, including the deans and directors, on January 1, 1987, in the 57 responding ALA accredited schools, 317 (55.1 percent) were males, 258 (44.8) were females. An examination of Table I-3 shows that, although this is virtually the same ratio as in 1986, there has been a slight increase in the percentage of female faculty members. The 1987 ratio of female to male faculty members is now the highest of any year in the time period from 1976 to the present. Nevertheless, the ratio has changed very little during the entire time period. In 1976, with 62 schools reporting, the percentage of female faculty members was 41.5 and in 1987, with 57 schools reporting, the percentage was 44.7, a change of 3.2 percent.

TABLE I-3
Male-Female Ratio of Full-time Faculty, ALA Accredited Schools, 1976-1987

Year	Number of Schools	Total Full-time Faculty	Percentage of Males	Percentage of Females
1976	62	697	58.5	41.5
1977	64	707	59	41.0
1978	64	684	59.2	40.8
1979	67	715	58.6	41.4
1980	67	714	58.8	41.2
1981	69	722	58.3	41.7
1982	69	706	56.8	43.2
1983	68	680	58.1	41.9
1984	66	658	57.8	42.2
1985	66	650	57.7	42.3
1986	62	603	56.6	43.4
1987	57	572	55.2	44.7

Table I-4 shows the 1986-87 male-female faculty ratio according to faculty rank in contrast to the ratio for 1975-76, the earliest date for which these data were collected. The table also reports the ratio for 1985-86, the previous reporting period. Because the number of schools reporting as ALA accredited schools changes from year to year, it is the percentage rather the actual number of faculty members that is of primary significance in this table. In 1975-76, 41.5 percent of the faculty in all ranks (including deans and directors) were women. In 1986-87, 12 years later, that number had increased to 44.8, a 3.41 percent increase in the ratio of female to male faculty members. In the past there have been some larger changes at specific academic ranks. The rank at which the most significant increase is evident from 1975-76 to 1986-87 is at the assistant professor level (from 46 percent female to 62.4 percent). There has also been a significant increase in the percentage of female deans and directors from 1975-76 to 1986-87 (19.7 percent to 38.3 percent).

At the associate professor level, there has been a decrease, as was reported last year, from 45.7 percent in 1975-76 to 40.7 percent in 1986-87. It is difficult to know to what this decline should be attributed. Three years ago, Purcell speculated that this might be due in part to a slight but steady increase in the number of female professors and that many of the female assistant professors might have been in the field too brief a time period to yet be ready for promotion. This explanation could be valid because the number of female faculty members holding the rank of professor has increased even though there has been a substantial drop in the total number of faculty members in all schools. As he stated previously, there is a need for a study that examines the promotion of female faculty members on a person by person basis to identify and report the reasons for promotion of female faculty members to the rank of associate and professor ranks.

At the professor level there has been a slight increase in the ratio of females to males, from 29.5 prcent in 1975-76 to 29.8 percent in 1986-87. There is a decrease of nine female full-professor faculty members from last year, perhaps because of the decrease in the number of schools reporting.

When comparing the percentage of female to male deans and directors in 1975-76 (19.7 percent) to that in 1986-87 (38.3 percent, up from 32.8 percent in 1985-86) it is evident that there has been a substantial increase in both the number and percentage of female deans and directors. In 1975-76, there were 12 female deans and directors; in 1986-87 there are 23. The direction of this increase in encouraging in that it is a move in the direction of more equitable representation of women in administrative posts in library education.

TABLE I-4
Changes in Male-Female Ratio of Full-Time Faculty From 1975-76 to 1986-87

1975-76 (62 Schools, 697 Full-time Faculty)			
Number	Rank	Males	Females
61	Deans and Directors	49 (80.3%)	12 (19.7%)
146	Professors	103 (70.5%)	43 (29.5%)
199	Associate Professors	108 (54.3%)	91 (45.7%)
248	Assistant Professors	134 (38.6%)	114 (46.0%)
24	Instructors	6 (25.0%)	18 (75.0%)
19	Lecturers	8 (42.1%)	11 (57.9%)
697		408 (58.5%)	289 (41.4%)

1985-86 (62 Schools, 603 Full-time Faculty)			
Number	Rank	Males	Females
61*	Deans and Directors	41 (67.2%)	20 (32.8%)
167	Professors	114 (68.3%)	53 (31.7%)
193	Associate Professors	123 (63.7%)	69 (36.3%)
154	Assistant Professors	55 (35.7%)	99 (64.3%)
10	Instructors	3 (30.0%)	7 (70.0%)
12	Lecturers	3 (25.0%)	9 (75.0%)
7**	Other	2	5
603		341 (56.6%)	262 (43.4%)

1986-87 (57 schools, 575 full-time faculty)			
Number	Rank	Males	Females
60*	Deans and Directors	37 (61.6%)	23 (38.3%)
154	Professors	108 (70.1%)	46 (29.8%)
179	Associate Professors	106 (59.2%)	73 (40.7%)
149	Assistant Professors	56 (37.5%)	93 (62.4%)
13	Instructors	3 (23%)	10 (76.9%)
15	Lecturers	7 (46.6%)	8 (53.3%)
5**	Other	0	5
575*		317 (55.1%)	258 (44.8%)

* Includes Deans of 3 schools not reporting

** This includes persons not holding academic rank, or for whom academic rank was not reported, but who are still considered by their school as full-time faculty members.

DEANS AND DIRECTORS

Among the 57 ALA accredited schools , there were 9 changes in appointments of executive officers between January 2, 1986 and January 1, 1987. This represents a change in leadership of 15.7 percent, and the number is below the highest number of changes previously reported, i.e., 17 in 1985-86. A review of the number of changes in the past few years provides a context for the extent of change in leadership in library education that occured in 1985-86. In 1980-81 there were 9 new appointments (13 percent), in 1981-82, the number of new executive officer appointments was 10 (14.5 percent), in 1982-83 the number was 15 (22 percent), in 1983-84, the number was 9 (13.6 percent), and in 1984-85, the number was 11 (16.7 percent). During 1985-86, there were 11 new executive officers appointed on a permanent basis, and 6 appointed on an acting or temporary basis (if one also includes the temporary appointment to replace the dean who was on sabbatical). Thus, more than 1 out of 4 schools appointed new or acting executive officers during 1985-86. In 1986-87, the number of changes (9) is much more in line with those of previous years.

Of the 9 "new" deans and directors in 1986-87, 1 was serving in an "acting" or temporary capacity on January 1, 1987. Of the 8 regular appointments, 3 were males and 5 were females. Following is a list of the schools with new executive officers in 1986-87: Arizona (Director); California, Berkeley (Dean); Clarion, (Dean); Dalhousie (Director); Kent State (Dean); North Carolina, Greensboro (Acting Chair); Pittsburgh (Dean); South Carolina (Dean); Southern Mississippi (Director). In addition, the Dean at Pratt was on sabbatical at the time the report was submitted.

The breakdown of the administrative titles of the executive officers of the 60 ALA Accredited Schools on January 1, 1987 is reported in Table I-5. This breakdown includes the acting dean.

TABLE I-5
Titles of 60 Heads of ALA Accredited Schools
January 1, 1987

Title	Number	Percent*
Dean	38	63.3
Acting or interim Dean	2	3.3
Director	17	28.3
Chair	3	5.0

Of the 60 deans and directors (and persons holding the title of chair), including those holding acting or temporary status, 44 (73.3 percent) held the rank of professor. Of these 44, 31 were males (70.4 percent) while 13 (29.5 percent) were females. Thirteen held the rank of associate professor and of these, 5 (38.4 percent) were males and 8 (61.5 percent) were females. Two were reported as not holding tenure at the time of the report: 2 males and 0 female. Three schools did not report: 2 males and 1 female.

Of the 36 males who were executive officers of ALA Accredited schools on January 1, 1987, 31 (86.1 percent) had earned doctorates. Of the 21 female executive officers, 20 (95.2 percent) had earned doctorates. Of the 5 executive officers of both sexes who did not hold the doctorate, all five held the master's degree in library science.

Considering the entire population of deans and directors of ALA accredited schools on January 1, 1987, 52 (91.2 percent) held an earned doctorate. This percentage is up from 1985-86 when 90.3 percent held the earned doctorate. This is the third successive year in the reversal of a trend of recent years where the percentage of executive officers holding an earned doctorate increased.

Of the 52 doctorates held by deans and directors, 37 (71.15 percent) were in library and information science. This is a decrease in the actual number from the 42 last year, the percentage has also decreased.

Table I-6 shows the disciplines of the doctorates held by the deans and directors of the ALA accredited schools.

TABLE I-6

Disciplines of the Doctorates Held by 56 Heads of ALA Accredited Schools, January 1, 1987

Library and/or Information Science	37
Communications	3
Education-Administration	1
Electrical Engineering	1
English	1
Higher Education	1
History	1
Information Resource Management	1
Law	1
Physics	1
Political Science	1
Sociology	1
Urban Education	1
Zoology	1

U.S. schools were asked to indicate the ethnic origin of deans and directors, and of the 54 deans and directors of ALA accredited schools located in the U.S. that reported ethnic origin, 47 were white and 7 were from minority ethnic origins, the same number from minority ethnic origins, reported last year. Of the 7 who were from minority origins, 6 were Black and 1 was Asian Pacific.

Schools were asked to report the age of the faculty and the deans and directors. A total of 55 schools reported this information, which is displayed in Table I-7 by five-year categories. This table includes all executive officers serving as of January 1, 1987, including those in an acting capacity.

TABLE I-7
Age Categories of 55 Heads of ALA Accredited Schools
January 1, 1987

Age Grouping	Number	Percentage
65+	2	3.6%
60-64	7	12.7%
55-59	17	30.9%
50-54	13	23.6%
45-49	9	16.3%
40-44	3	5.4%
35-39	4	7.2%
	Total 55	

This table shows that 39 (70.9 percent) of the executive officers of the 55 reporting schools were 50 years of age or older on January 1, 1987. This is a decrease in the percentage from last year (66.7 percent), but actually more in line with percentages of previous years. For 1985, the percentage was 74.6 percent, for 1984 it was 67.7 percent, and for 1983 it was 67.7 percent. If acting deans and directors are excluded, the figure for January 1, 1987 is increased only to 72.2 percent. To show the data for deans and directors with a regular rather than acting or temporary appointment, Table I-7a reports age category information for those not including acting or temporary appointments.

TABLE I-7a
Age Categories of 54 Heads of ALA Accredited Schools
Exclusive of Those With Acting or Interim
Appointments, on January 1, 1987

Age Grouping	Number	Percentage
65+	1	1.8%
60-64	7	12.9%
55-59	17	31.4%
50-54	13	24.0%
45-49	9	16.6%
40-44	3	5.5%
35-39	4	7.4%
	Total 54	

This table shows that 8 (14.8 percent) of the deans and directors who held regular appointments were 60 years of age or older as of January 1, 1987. The number was lower last year, with 4 (7.6 percent). Table I-7b shows this distribution by gender and indicates that a larger percentage of male deans and directors were 60 years of age or older (9.2 percent) than was true of their female counterparts (5.5 percent). This is a major increase in percentage of both male and female deans and directors over 60 as reported last year. In 1984 and 1985 increases were noted, but in 1983 it was reported that due to the policies in exsitence in most colleges and universities that require persons holding administrative posts to vacate these positions at age 65, 21.4 percent of the executive officers in 1983 could be expected to retire as deans or directors within 5 years. This wave of retirements has begun, as is evident from the data in Table I-7a and I-7b. The large number of deans and directors that are in the 55-59 age category indicate that within another 5-10 years, there may be another wave of retirements.

TABLE I-7b
Age Categories, on January 1, 1987, of 54 Heads of ALA Accredited Schools Divided by Sex

Age Grouping	Males	Females
65+		1
60-64	5	2
55-59	15	2
50-54	7	6
45-49	7	2
40-44	1	2
35-39	2	2
	37	17

Salary figures as of January 1, 1987 were reported for 55 deans and directors of ALA accredited schools. Clarion, Catholic and Chicago did not respond to the questionnaire at all. Of the remaining 57 respondents, Bingham Young has an institutional policy which prohibits the reporting of all salary data, Pittsburgh will not release the Dean's salary and Dalhousie reports not applicable. Of the 54 deans and directors, 52 held fiscal year (11 or 12 month) appointments. Of these holding fiscal year appointments, 36 were male and 17 were female. Both who held academic year appointments are male.

In the 1985 report, it was noted that the first year in which a salary of $60,000 or above for deans and directors was reported was 1982. Then, just one year later, in 1983, the level of $70,000 or above was reported. In the 1984 report, the high salary for deans and directors was an academic year salary at a Canadian school, and, at $74,550, did not break the $80,000 barrier. For 1985, the high salary is for a fiscal year appointment in a U.S. school and the figure was $79,000, so again, the $80,000 barrier was not breached. The $80,000 salary barrier was broken in 1986, with two people reporting salaries above $80,000. In 1987, 2 Deans, both with fiscal year appointments reported salaries which exceed $90,000. The high salary reported was $95,000. The 1987 salary data show that for 1986-87, 14 deans or directors have salaries that exceed $70,000. This is an increase of 5 over last year. Twelve of the 14 are in U.S. schools and all have fiscal year appointments. The number of deans and directors with salaries over the $70,000 figure increased by 35.7 percent over last year, and several other deans and directors have salaries near $70,000, so it is likely that next year the number that exceed this figure will increase again.

In previous years, the writers of this section have discussed the issue of the difference between salaries paid in Canadian schools and schools located in the U.S. The question in the past has always been whether the exchange rate between the two currencies should be factored in when comparing salaries. Canadian salaries have traditionally been higher than those in the U.S., and the exchange rate has continued to change. On the first business day of 1987, the exchange rate was $.725 U.S. to $1.00 Canadian. Some have commented that the exchange rate should be used as a control variable leading to an equilization of salary data. However, as noted in previous volumes of this study, if Canadian cost-of living differences to various cities or regions of the U.S., thus making the reporting procedure impossibly complicated and not any more meaningful. Other methods exist to compare cost-of-living and the Canadian-U.S. exchange rate. Therefore, the method of dealing with this problem is to call the reader's attention to the fluctuating exchange rate and, in some instances, to provide separate tables for U.S. and Canadian schools. This solution has been used in each of the proceeding years of this report, and will be this year also. To make a change at this point would result in a lack of comparability of the data from year to year.

The salaries for the 52 deans and directors with fiscal year salaries (including those in an acting capacity) ranged from a high of $95,000 to a low of $40,267. The mean salary for the 52 deans and directors with a fiscal year appointment was $61,247 (median $60,600). Eliminating the deans and directors of Canadian schools from the analysis, the mean salary of the remaining 46 deans and directors of U.S. schools who had regular fiscal year appointments on January 1, 1987, was $60,430 (median $57,517). An analysis of the 2 deans and directors that receive their salaries on an academic year basis shows a range from a high of $47,700 to a low of $42,595. The mean for deans and directors on academic year appointments was $45,148. In 1987, all of the academic year salaries were for U.S. schools.

Of the 52 deans and directors on January 1, 1987, who held fiscal year appointments and who reported their salaries, (including acting deans), 33 were males and 19 were females. For the 33 males, the mean salary was $63,231 (median $64,000). This is an increase in the mean salary for male deans and directors of $4,317 over January 1, 1986, for a percentage increase of 7.2 percent. For the 19 female deans and directors who hold fiscal year appointments, the mean salary on January 1, 1987, was $56,222 (median $54,100). The mean salary of female deans and directors was $7,986 less than their male counterparts. This compares with a difference of $7,692 in 1986, 11,253 in 1985, $6,674 in 1984 and $7,302 reported for 1983. The magnitude of the increase in the differential between the mean salary for male and female deans and directors in 1985 was startling. The differential is not substantial this year, and is more nearly comparable with 1984 and 1983. However, the five year average (1983-87) salary differential is $7,986. Table I-7c shows the mean salary of deans and directors, by gender, from 1975-76 to 1986-87.

Although the salary differential between male and female deans and directors is clearly evident from the data reported, it is even more evident when one examines the salaries in rank order. A ranking of deans and directors with fiscal year appointments shows that 8 of the 10 of the highest salaries are received by males. Last year, 9 of the highest 10 salaries were received by males. Other factors such s longevity, region, academic qualifications, and the size of the school clearly are factors that have an effect on this differential. Even so, it would appear that there is inequity for female deans and directors compared to their male counterparts.

TABLE I-7c:
Average Salary of Deans and Directors With Fiscal Year Appointments, 1976-1987

	1975-76	1976-77	1977-78	1978-79
	(55)	(56)	(54)	(60)
Males and Females	$31,395	$33,261	$34,935	$36,975
Males only	31,644	33,494	35,156	37,306
Females only	30,273	32,407	34,074	35,499
	1979-80	1980-81	1981-82	1982-83
	(58)	(58)	(61)	(59)
Males and Females	$39,485	$42,628	$45,653	$48,405
Males only	40,713	43,799	47,367	50,509
Females only	35,234	37,622	40,830	43,207
	1983-84	1984-85	1985-86	1986-87
Males and Females	$51,261	$53,793	$56,622	$61,247
Males only	53,134	56,947	59,683	63,231
Females only	46,460	45,694	51,991	56,222

An analysis of this table shows that for the 52 deans reporting with fiscal year appointments (including acting deans and heads of Canadian schools), the percentage of increase in the average salary shown here, was 8.1 percent compared to a similar increase of 5.3 percent last year. However, this figure is not meaningful because of changes in the actual persons holding deanships from year to year. The percentages shown here only indicate the approximate salary improvements from the positions of deans and directors rather than improvements for individuals. The meaning of this increase is further eroded by the difference in actual schools represented in the two years.

Table I-8 indicates the length of administrative service in the schools where they presently serve, of the 60 deans and directors with regular and acting appointments. As the table shows, on January 1, 1987, 8 deans and directors had held their administrative positions for 10 years or more (down from 11 last year). This represents 13.03 percent of the schools (compared to 18.3 percent last year). At the other end of the longevity spectrum, 25 deans and directors have been appointed to their present position since January 1, 1985, a period of only 3 years. This means that 40 percent have held their position no longer than two years. Last year that figure was 39.3 percent. This is further evidence of a great deal of change in library education leadership and indicates a high rate of turnover among executive officers in the library education programs in the U.S. and Canada.

TABLE I-8
Year of Appointment of the Heads of 57 ALA Accredited Schools With Regular and Interim Appointments on January 1, 1987

Year	Number	Year	Number
1965	1	1976	0
1966	0	1977	1
1967	1	1978	1
1968	2	1979	1
1969	0	1980	3
1970	1	1981	7
1971	1	1982	8
1972	1	1983	5
1973	1	1984	8
1974	0	1985	12
1975	3	1986	4
		1987	9

Meaningful data regarding the full-time faculty who assist the executive officer in administering the library school is difficult to obtain because major differences exist from one school to another. In most instances these faculty members carry out their administrative responsibilities, but have reduced teaching loads. However, some do not teach, but devote their entire time to administrative responsibilities. Also, the administrative roles, as well as the rewards for this service, differ widely both in terms of academic rank and salary. As in earlier reports, this group of faculty are identified here as "associate (assistant, etc.) deans and directors." Only those who have faculty status as well as administrative roles are included. Of the 57 ALA accredited schools that reported for 1986-87, 18 had full-time faculty serving as associate (assistant, etc.) deans and directors. This is an increase of 6 from 1985-86. Two of the 18 schools had 2 or more faculty members with such appointments, for a total of 22 individuals. Of the 12 associate (assistant, etc.) deans and directors in 1987, 3 were newly appointed to this post during the year under review. In 1985-86, 22 (out of 62) schools had such positions, whereas in previous years the numbers were as follows: 1984-85, 21, 1983-84, 23 schools (out of 66), in 1982-83, 25 schools (out of a total of 68), in 1981-82, 28 schools (out of 69) and in 1980-81, 34 schools (out of 69). Thus, in 1981-82, almost half of the schools had one or more associate (assistant, etc.) deans and directors. Seven years later, in 1987 both the number and the percentage of schools with full-time associate or assistant dean (director, etc.) has decreased. It is possible that one factor that accounts for the decline is the elimination of this post as a means for schools to cut back on expenditures. However, it is also possible that as some schools decrease in faculty size, the central administration of the universities consider the position to be less important and hence eliminate the position.

It should be noted that this report only includes full-time faculty members serving in positions as associate or assistant deans (directors, etc.). A number of schools have individuals (support staff) other than full-time faculty who serve as administrative assistants to the dean or director.

TABLE I-9:
Faculty Holding Administrative Titles, 1986-87
Among ALA Accredited Schools

Title and Rank	Number
Associate Dean	
Professor	6
Associate Professor	2
Assistant Professor	0
Sr. Lecturer	1
No rank reported	2
Assistant Dean	
Professor	4
Associate Professor	1
Assistant Professor	0
Associate Director	
Associate Professor	1
Chair	
Professor	2
V.P. Professor	1

Of the 20 associate (assistant, etc.) deans and directors, 8 (40 percent) were males while 12 (60.0 percent) were females. Compared to 1977-78, the representation of females in this group has improved. In 1977-78 there were exactly twice the number of males (24) as females (12) in the associate (assistant, etc.) deans and directors group. In 1987, the majority were females.

Of the 20 individuals being considered here, 12 (5 males and 7 females) had fiscal year appointments, while 8 (3 males and 5 females) had academic year appointments.

For the 12 with fiscal year appointments, the high salary was $68,834 (a female), the low was $38.040 (a female). The mean salary for the 5 males was $50,294 while for the 7 females the mean was $52,777. The mean for the males and females combined was $51,535.

For the 8 associate (assistant, etc.) deans and directors holding academic year appointments (3 males and 5 females), the high salary was $53,700 (a female) the low was $36,429 (a female). The mean salary for the 3 males was $42,762; for the females the mean was $46,833. The mean salary for all associate and assistant deans and directors holding academic year appointments for 1986-87 was $45,273.

The salaries of full-time faculty who serve as associate (assistant, etc.) deans and directors are usually determined to a greater degree by their academic rank than by their administrative titles and responsibilities. Most also have some teaching responsibilities. Consequently, the above computations are likely to change quite a bit from year to year. As a consequence of this, the persons who hold these positions are included in the tables that follow under their academic rank.

NEW FACULTY APPOINTMENTS

Between January 2, 1986 and January 1, 1987, exclusive of deans and directors, 56 new full-time regular faculty members were appointed. This compares with a total of 48 last year, and 39 the previous year. Table I-10 provides a basis for comparing the annual number of new faculty appointments over the past 10 years. In earlier reports, this table counted deans and directors, including those with acting or interim status, even when appointed from within their own faculties. However, due to a marked increase of acting or interim deans and directors tended to skew the figures, last year this table was recalculated for the previous years to exclude all deans and directors as well as persons with a visiting appointment.

TABLE I-10
Ratio of New Faculty Appointments to Total Faculty, Exclusive of Deans and Directors, 1976-1986

Year	Number of Schools	Total Full-time Faculty	New Appointments	Percent of New Appointments
1975-76	62	636	51	8.0
1976-77	64	643	44	6.8
1977-78	64	620	59	9.5
1978-79	67	648	52	8.0
1979-80	67	647	50	7.7
1980-81	69	653	48	7.4
1981-82	69	637	55	8.6
1982-83	68	613	47	7.7
1983-84	66	656	47	7.2
1984-85	66	650	39	6.0
1985-86	62	602	48	8.0
1986-87	57 of 60	572	56	9.8

The following table shows the sex of the 56 new faculty members appointed to full-time regular positions in the various faculty ranks betwen January 2, 1986 and January 1, 1987, in ALA accredited schools.

TABLE I-11
Rank & Sex of 56 New Faculty, Exclusive of Deans and Directors, Appointed Between January 2, 1986 and January 1, 1987

Rank	Males	Females	Total
Professor	7	0	7
Associate Professor	8	4	12
Assistant Professor	11	18	29
Instructor	0	4	4
Lecturer	2	2	4
Total	28	28	56

Of the 12 new associate professors who were not deans or directors, all but one received academic year appointments and all but one held earned doctorates. Their age categories were: 2 from 35-39, 7 from 40-44, 1 from 45-49, 1 over 60. Five were appointed with tenure. There were 7 new appointments at the rank of professor which were not deans or directors. These were all in U.S. schools, and all were male. Their ages ranged from 35 to 60. Only one was appointed without tenure. All but one were academic year appointments.

Because the most common rank at which new faculty members are appointed is that of assistant professor, the salaries paid this group, along with other characteristics, are always of particular interest. There were 29 new assistant professors appointed to permanent positions in 1986-87. This compares with 32 in 1985-86, 27 in 1984-85, 25 in 1983-84, 29 in 1982-83 and 1981-82 and 28 in 1980-81. These figures show that the number has fluctuated over the past few years, but has varied only slightly. The decrease in the number of ALA accredited schools this year from last year probably accounts the decrease in new assistant professor appointments. However, as noted above new appointments at all ranks in 1986-87 is up 1.8 percent over 1985-86. Of the 29 new assistant professors appointed in 1986-87, 11 were male (37.9 percent) and 18 were female (62.1 percent).

Among the 29 new assistant professors, 27 had completed their doctorates by January 1, 1987. The disciplines of the 29 new assistant professors with earned doctorates were distributed into the following subject fields:

Information Science	1
Library and Information Science	19
Information Transfer	1
Physics	1
Education	2
English	1
Communications	1
Computer Applications to Education and Training	1

Of the 29 new assistant professors in 1986-87, 2 were in Canadian schools and 27 were in U.S. schools. Twenty-five were white, 2 were black, and 2 were Asian or Pacific Islanders. All twenty-nine were appointed for academic year terms. Age categories provided are as follows:

60-64	0
55-59	0
50-54	3
45-49	3
40-44	12
35-39	5
30-34	4
25-29	2
	29

Salaries were reported for 29 new assistant professors appointed in 1986-87 ranged from a high of $36,000 to a low of $22,000. The mean salary for persons with an academic year appointment was this group (which included 2 Canadian appointments) was $27,183 and the median was $26,800. There were no fiscal year salary appointments made at the assistant professor level.

The mean salary for the 11 males appointed for the academic year to the rank of assistant professor in 1986-87 was $28,290 (median $28,000). For the 18 females appointed as assistant professors for the academic year, the mean salary was $26,399 (median $26,400). These figures are in sharp contrast to those of last year. The difference in the mean salary of male and female appointees in 1985-86 was $1,099 (including fiscal year appointments) in favor of female appointees. In 1986-97, the difference is $1,951 and favors the males. When the salaries of those without doctoral degrees both female are removed from the calculation, the difference is reduced to $1,747 in favor of male appointees.

The following table shows the mean beginning salaries for assistant professors with academic year appointments since 1976-77. During those years, women have out-distanced their male colleagues' average salary only in 1978-79, 1979-80, and in 1985-86. In the total number of these appointments, 258, women have accounted for 149 (57.7 percent) while men have accounted for 109 (42.2 percent).

TABLE I-11a
New Assistant Professors - Academic Year
Appointments, 1977-1987

Year	Total Number	Mean Average For Males	Mean Average For Females	Mean Average For All	Percentage of Increase
76-77	22	$15,576 (10)	$14,707 (12)	$15,105	
77-78	23	15,386 (10)	14,907 (13)	15,115	.09
78-79	30	16,188 (16)	17,241 (14)	16,679	10.35
79-80	18	17,065 (6)	17,445 (12)	17,319	3.84
80-81	25	19,928 (8)	18,777 (10)	19,146	10.55

Table I-11a (cont'd.)

Year	Total Number	Mean Average For Males	Mean Average For Females	Mean Average For All	Percentage of Increase
81-82	22	20,854 (9)	20,270 (13)	20,509	7.12
82-83	22	23,335 (8)	21,604 (14)	22,233	8.40
83-84	19	24,170 (8)	21,335 (11)	23,722	6.70
84-85	24	25,277 (9)	23,748 (15)	24,321	2.50
85-86	24	26,000 (8)	26,946 (17)	26,732	9.91
86-87	29	28,290 (11)	26,399 (18)	27,183	1.69

There were no new fiscal year appointments at the assistant professor level during 1986-87. Because the number of new assistant professors appointed for the fiscal year has always been small, no effort has been made in the past to tabulate these appointments by gender and salary. During the past 11 years, only 44 fiscal year appointments have been made at the assistant professor level, as compared to 258 appointed for the academic year.

The actual distribution of salaries of the 29 new assistant professors in 1986-87 is shown in the following table. Because only 2 of the academic year appointments were in Canadian schools, these will not be identified separately. Identification of those appointed at Canadian schools could compromise the confidentiality of the individuals' salaries.

TABLE I-12
Distribution of Salaries for 29 New
Assistant Professors, 1986-87

Academic Year Appointment	Salary	Gender
	$36,000	Male
	35,000	Male
	30,933	Male
	(2) 30,000	Female
	29,798	Female
	(2) 29,500	Female
	29,000	Male
	(2) 28,000	Male
	27,500	Female
	(2) 27,000	Female
	26,800	Female
	26,500	Male
	(2) 26,000	Male
	(3) 26,000	Female
	25,560	Male
	24,003	Female
	(2) 24,000	Female
	23,500	Male
	22,500	Female
	22,200	Female
	22,000	Female

There were 4 full-time instructors appointed during 1986-87 among the 57 reporting ALA accredited schools. All 4 were female, and 2 were academic year, 2 were fiscal year appointments. Because of the limited number of individuals involved, the salary range and individual salaries will not be reported.

There were 4 new appointments at the rank of lecturer between January 2, 1985 and January 1, 1987. Two were females and 2 were males; 2 were academic and 2 were fiscal year appointments. The salaries for these appointments will not be reported in order to preserve the confidentiality of the information.

FACULTY SALARIES-ALL FACULTY

The following table enables one to compare 1986-87 mean and median salaries at each rank with those of a year earlier (1985-86). In both years, salary figures were withheld by two schools, Brigham Young and Chicago because of institutional policy. In addition in 1986-87, Dalhousie withheld salary information for all faculty, Pittsburgh withheld the Dean's salary, and Chicago, Clarion and Catholic did not return report at all. A total of 572 salaries (including those of deans and directors) were reported for 1986-87. In 1985-86, there were 603, in 1984-85, the number was 633 salaries. In 1983-84, this total was 642, in 1982-83 it was 662, and in 1981-82 it was 687.

TABLE I-13
Faculty Salaries, ALA Accredited Schools,
1985-86 (60) and 1986-87 (55)

Rank and Term		1984-85		1985-86	
		Mean	Median	Mean	Median
Deans & Directors	FY	$56,662	$57,370	$61,247	$60,600
Deans & Directors	AY	41,565	42,254	45,148	45,148
Professors	FY	55,725	56,066	58,686	60,050
Professors	AY	43,550	42,150	47,340	46,056
Assoc. Profs.	FY	43,688	42,479	47,500	45,700
Assoc. Profs.	AY	32,991	32,463	34,851	40,000
Asst. Profs	FY	30,451	35,475	37,745	38,049
Asst. Profs	AY	27,225	27,000	28,962	28,537
Instructors	FY	17,379	17,379	30,815	31,000
Instructors	AY	23,717	22,675	25,858	24,075
Lecturers	FY	28,875	29,612	30,265	31,780
Lecturers	AY	30,032	26,700	31,323	29,000

The mean and median salaries shown above in Table I-13 have been based on all salaries reported without regard to region. Furthermore, no attempt has been made to compute the exchange rate between the Canadian dollar and the U.S. dollar. Since Canadian university salaries are often higher than those in the U.S., and there are geographical differences in the U.S. as well, Table I-13a is intended to show average salaries by region and for Canadian schools. The regions used are those used by ALA's Committee on Accreditation in its semiannual listing of accredited programs, even though this results in uneven numerical groupings. Brigham Young, Chicago, Catholic, Clarion, and Dalhousie were not included in their respective regions because salaries are not provided by those schools. The number of faculty salaries included is shown in each category in parentheses. In those instances where only 1 salary fits into a given category, the salary is not reported in order to protect the confidentiality of the individual to whom the salary applies.

Northeast: Albany, Buffalo, Columbia, Drexel, Long Island, Maryland, Pittsburgh, Pratt, Queens, Rutgers, St. John's, Simmons, Southern Connecticut, and Syracuse. (14 schools reporting)

Southeast: Alabama, Atlanta, Emory, Florida State, Kentucky, Louisiana State, North Carolina, North Carolina Central, North Carolina at Greensboro, Peabody, South Carolina, South Florida, Southern Mississippi, and Tennessee. (14 schools)

Midwest: Emporia State, Illinois, Indiana, Iowa, Kent State, Michigan, Missouri, Northern Illinois, Rosary, Wisconsin-Madison, and Wisconsin-Milwaukee. (11 schools)

Southwest: Arizona, North Texas, Oklahoma, Texas, and Texas Women's. (5 schools)

West: California-Berkeley, California-Los Angeles, Hawaii, San Jose, and Washington. (5 schools)

Canada: Alberta, British Columbia, McGill, Montreal, Toronto, and Western Ontario. (6 schools)

TABLE I-13a
Mean Salary for Faculty of 52 ALA
Accredited Schools Divided by Region, 1986-87

Fiscal Year Mean Salaries				
Region	Deans & Dir.	Professors	Assoc. Profs.	Asst. Profs
Northeast	(13) $58,297	(13) $54,425	(12) $45,278	(2) $35,330
Southeast	(12) 58,011	(0)	(0)	(1)
Midwest	(11) 58,367	(3) 52,480	(5) 42,232	(2) 32,334
Southwest	(5) 57,447	(0)	(1)	(0)
West	(5) 65,773	(1)	(0)	(1)
Canada	(6) 67,514	(23) 62,207	(34) 47,500	(14) 40,001

Academic Year Mean Salary				
Region	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
Northeast	(0)	(36) $50,569	(43) $36,552	(33) $30,364
Southeast	(2) 45,147	(30) 44,204	(41) 33,149	(36) 26,917
Midwest	(0)	(17) 46,329	(31) 33,798	(35) 28,172
Southwest	(0)	(13) 44,253	(14) 31,969	(7) 25,566
West	(0)	(13) 49,468	(11) 37,446	(16) 30,588
Canada	(0)	(2) 38,557	(4) 45,536	(8) 32,778

The following table shows the difference between mean salaries in the library schools in the U.S. and those of Canada. In evaluating these figures it is important to remember that the difference in exchange rate between the U.S. and the Canadian dollars on January 1, 1987 was $.725 U.S. to $1.00 Canadian.

TABLE I-13b:
Average Salaries Among 52 Library Schools in the U.S. Compared to Average Salaries Among 6 Library Schools in Canada, 1986-87

Fiscal Year				
	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
U.S.	(46) $61,247	(17) $58,063	(18) $46,405	(6) $35,508
Canada	(6) $67,513	(23) $62,207	(23) $47,500	(14) $40,001
Academic Year				
	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
U.S.	(2) $45,147	(109) $47,405	(140) $34,851	(127) $28,798
Canada	(0)	(0)	(4) $45,536	(8) $32,778

Improvements in the mean faculty salary in 1986-87 over 1985-86 at each rank are shown in the following table. It should be kept in mind, however, that promotions, resignations, retirements, and new appointments in 1986-87 result in a different group of people being compared for these two years. Because actual names of faculty members are not provided by the schools, it is not possible to separate the continuing faculty in a given rank from those entering that rank. The results of these limitations mean that the improvement in salary is for the incumbents of each rank at a given time and do not reflect individual salary improvement.

TABLE I-14:
Improvement in Average Salaries for Faculty in ALA Accredited Schools Between 1985-86 and 1986-87

Rank	Number in 1985-86	Number in 1986-87	Improvement in Mean Salary	Percentage of Mean Salary
Deans & Dir. FY	55	52	$4,858	8.0%
Deans & Dir. AY	6	2	3,583	8.63%
Professots FY	41	40	2,981	5.3%
Professors AY	121	109	3,780	8.7%
Assoc. Profs FY	38	44	3,832	8.2%
Assoc. Profs AY	151	144	1,860	5.6%
Asst. Profs FY	33	20	7,294	23.9%
Asst. Profs AY	118	132	1,737	6.3%
Instructors FY	1	1	13,436	77.0%
Instructors AY	9	8	2,141	9.0%
Lecturers FY	4	7	1,390	4.8%
Lecturers AY	7	10	1,291	4.3%
Totals:	584	569		

In reading the following table, one should keep in mind that the small number of faculty holding the instructor and lecturer rank, and the small number of deans and directors holding and academic year appointment, detract from the significance of those particular percentages.

TABLE I-14a:
Percentage of Salary Improvement by Rank, Among ALA Accredited Schools over 5 Years, 1981-82 to 1985-86

	1982-83	1983-84	1984-85	1985-86	1986-87	Total
Deans & Dir. FY	6.0	5.9	4.0	5.4	8.0	29.3
Deans & Dir. AY	10.6	.6	-4.1	3.7	8.6	49.1
Professors FY	11.6	2.0	7.0	4.0	5.3	28.7
Professors AY	8.6	5.1	3.4	7.1	8.7	32.9
Assoc. Prof. FY	5.1	2.9	3.2	5.2	5.2	21.6
Assoc. Prof. AY	7.7	5.1	3.2	4.4	5.6	26.0
Asst. Prof. FY	7.9	1.1	3.5	5.0	23.9	41.4
Asst. Prof. AY	7.0	4.7	4.7	5.0	6.3	27.7
Instructors FY	15.2	2.8	1.9	-23.9	77.0	43.8
Instructors AY	7.8	4.1	5.8	8.6	9.0	35.3
Lecturers FY	25.3	9.4	-15.7	-3.4	4.8	52.1
Lecturers AY	.2	14.2	1.5	-5.0	4.3	15.2

The following table enables one to compare the mean salaries in each faculty rank for males and females. As noted above, salaries for two of the 57 ALA schools were not reported: Brigham Young and Dalhousie. As is seen in the following table, in the principle faculty ranks the mean salary for males exceeds that for females in all ranks.

TABLE I-15
Male and Female Faculty Salaries in 55
ALA Accredited Schools on January 1, 1987

Fiscal Year Appointments, 1986-87

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Dir.*	37	$63,231	17	$56,222
Professors	22	60,986	18	55,461
Assoc. Profs	19	47,676	15	47,274
Asst. Profs	11	36,703	9	39,017
Instructors	0	-0-	1	------
Lecturers	2	33,855	5	30,122

Academic Year Appointments, 1986-87

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Dir.	2	$45,148	0	$
Professors	81	48,386	28	44,875
Assoc. Profs.	91	35,057	53	34,527
Asst. Profs.	44	27,700	88	27,866
Instructors	3	27,425	5	23,980
Lecturers	5	30,510	5	31,270

The library schools in the United States were again asked to provide ethnic data for their full-time faculty. Fifty-one schools which responded to the survey provided this information listed in Table I-17.

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*54 reporting salaries

TABLE I-17:
Ethnic Background of 507 Full-time Faculty in 51 ALA Accredited Schools in the U.S., January 1, 1987

Rank	Asian Indian	Asian or Pacific Islander	Black	Hispanic	White	Total
Deans & Dir.	0	1	6	0	46	53
Professors	0	2	6	1	124	131
Assoc. Profs.	0	5	5	1	148	159
Asst. Profs.	0	3	12	0	124	139
Instructors	0	0	1	0	11	12
Lecturers	0	0	1	0	12	13

The table that follows provides age category data for the full-time faculty with academic rank in all ALA accredited schools except Chicago, Clarion, Catholic and Dalhousie. It has been noted in earlier reports that the average age of the faculty is increasing. For example, on January 1, 1987, 33.8 percent of the faculty were reported as 55 or older.

TABLE I-18
Age Categories of Full-time Faculty on January 1, 1987 in 56 ALA Accredited Schools

	70+	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	Total
Deans & Dir.	1	1	7	17	12	10	3	4	0	56
Professors	2	9	31	46	28	27	7	2	0	121
Assoc Profs.	0	5	21	24	30	33	41	16	2	172
Asst Profs.	0	0	7	8	14	25	50	28	16	148
Instructors	0	0	0	0	2	1	1	3	3	10
Lecturers	0	1	2	5	0	2	1	3	1	12
TOTALS	3	16	68	100	86	98	103	56	22	552
Percentage of Total	.5	2.9	12.3	18.1	15.5	17.7	18.6	10.1	3.9	

YEAR OF INITIAL APPOINTMENT

Each of the 57 reporting ALA Accredited schools responded to the request for the date of initial appointment to its full-time faculty of each current faculty member. In Table I-19, the date shown represents that initial appointment year for each of the faculty members where academic rank was reported, who were employed on January 1, 1987.

TABLE I-19:
Year of Initial Appointment of Full-time Faculty at Their Present ALA Accredited School

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers	
	M	F	M	F	M	F	M	F	M	F	M	F
1946			1									
1951					1							
1954							1					
1955				1								
1956			1									
1958			1	1								
1959			2	1								
1961			1	1	1							
1962			2		1							1
1963			4					1				
1964	1			2								
1965	1		5	3		1						
1966	1	1	4	3	4	1						
1967	1		8	2	2	1						1
1968	3		4		4			3				
1969	3	1	13	6	3	2		1				
1970	4		10	3	6	2						
1971	1		8	5	8	4	1	1				
1972	1	1	3	2	9	1		3				
1973	3		1	4	4	6		3			1	
1974		2	6	1	8	8		1				1
1975	3	1	2	2	4	5	1	1				
1976	1		4	2	5	3	2	1				
1977	1	1	5	3	9	10		1				
1978		3	2	1	5	2	1	1				
1979	1		1	1	2	2	2	2		1		
1980			3		4	5		2				
1981	3	2	1	2	6	5	5	8				
1982		2	1		6	3	6	10				
1983		2	2		5	2	6	8	2	1	2	1
1984	2	1	1		1	2	6	11	1			
1985	4	2	4		1	2	11	18		1	1	3
1986	2	2	5		7	4	10	16		4	1	1
1987					3		2	3			1	1

In the following table, the year is given for the appointment for promotion of each of the full-time faculty members who hold academic rank to his/her present academic rank in the library school where he/she holds a full time post. In this listing, deans and directors have been distributed according to their faculty titles.

TABLE I-20
Year of Appointment or Promotion of Full-time Faculty to Their Present Rank in Their Respective Schools

	Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers	
	M	F	M	F	M	F	M	F	M	F
1962	1		1							
1963	3				1					
1965	1									
1966	3		2							
1967	2	1	4							
1968	3		1							
1969	5	1	1			1				
1970	5	2				2				
1971	2	1		2	1	1				
1972	4		3	1		1				
1973	2	1		1		1			1	
1974	3	2	3	5		1				1
1975	4	1	6							
1976	10	1	3	1	1	1				
1977	8	4	11	2	1	3				1
1978	3	1	5	4	2					
1979	7	2	5	5	2	2	1			
1980	8	4	3	9		3				
1981	8	4	11	7	6	8				1
1982	1	6	10	4	5	6				
1983	5	8	13	8	6	10	1	1	2	1
1984	4	1	8	4	6	9	1	1		
1985	9	4	7	4	10	20	1		1	3
1986	10		8	14	13	22		4	1	2
1987			4		1	4			1	

Among the 572 full-time faculty in the 57 ALA accredited schools participating in the 1986-87 study, there were 29 promotions within the professional ranks. This compares with only 20 last year, but was still considerably lower than the 42 recorded in 1983-84. In 1982-83, there were 23 promotions. As the following table suggests, the rate of promotion declined in 1985 and 1986 but has increased by 45 percent in 1987.

TABLE I-21:
Faculty Promotions in ALA Accredited Schools, 1982-1987

Rank to Which Promoted	1982-83		1983-84		1984-85		1985-86		1986-87	
	M	F	M	F	M	F	M	F	M	F
Professor	2	2	4	11	2	2	3	3	6	2
Assoc. Prof.	10	7	10	10	6	4	6	4	4	8
Asst. Prof.	1	1	3	4	0	0	0	4	2	7
TOTALS	13	10	17	25	8	6	9	11	12	17

TABLE I-21a:
Number of Years as Full-time Faculty Member in Their Respective Schools of the Individuals Promoted in 1986-87

Rank	No. Persons		No. Years	Rank	No. Persons		No. Years
	M	F			M	F	
Profs	1	1	17	Assoc Profs	1		15
	1		15		1		8
	1		12		1	2	6
	1		9		1	1	5
	1		5		1	3	4
		1	3		1		3
	1		1			1	1
Asst. Profs.	1		7				
		1	5				
		1	4				
		2	2				
	1	3	1				

In lieu of repeating the detailed background of earned doctorates by gender, rank, and field, customarily included in Table I-22, only a summary will be presented. The number of earned doctorates held on January 1, 1987 for the total faculty population of 572 (including Deans and Directors) was 467. (81.6 percent). This is an increase in the percentage from last year, as shown in Table I-22a, following the trend toward an increased number of faculty members holding the doctorate. Of the 467 faculty members holding the doctorate, 298 (63.8 percent) had their degree in library and/or information science, 169 faculty members had doctorates outside library science. Table I-22a indicates the percentage of faculty members holding doctorates, by sex.

Data on the number of faculty with earned doctorates have been collected since 1977. The following table shows the steady growth of its percentage over these 10 years. During that time period the percentage of total faculty members who hold the doctorate has increaased from 61.8 pecent to 79.9 percent, a substantial increase. The rate of increase of females exceeded that of males. However, the percentage of male faculty members that have completed the doctorate is still higher than that of their female counterparts. This gap is decreasing though.

TABLE I-22a:
Percentage of Full-time Faculty in 57 ALA Accredited Schools With Earned Doctorates, 1977-87

Year	Percentage of Males With Earned Doctorates	Percentage of Females With Earned Doctorates	Percentage of Total Faculty with Earned Doctorates
1977	69.3	50.9	61.8
1978	73.6	53.0	65.2
1979	75.4	55.4	67.0
1980	76.7	56.8	68.5
1981	77.1	61.3	70.8
1982	78.1	63.0	71.5
1983	81.0	63.0	71.5
1984	82.3	70.1	77.1
1985	80.0	74.9	77.9
1986	82.6	75.9	79.9
1987	85.3	77.1	81.6

The following table provides a listing of the disciplines other than library and information science in which 169 faculty members held doctorates on January 1, 1987. While deans were asked to be precise in identifying these disciplines as they completed the questionnaire, the responses were often not clear, and the instructions were frequently given varying interpretation. The fields other than library science, information science, and library/information science are quite varied, as has been the case in the past. For example, in the field of education, numerous specific subfields are indentified, some of which might be the same degree with a slightly different name. Because of the wide variation, this year the frequency of doctorates in fields other than library and/or information science will not be noted individually. Only the disciplines will be identified.

TABLE I-23
Earned Doctorates Outside Library and Information Science Held by 169 Full-time Faculty in 57 ALA Accredited Schools on January 1, 1987

Adult Education
American History
Business Administration
Chemistry
Child and Young Adult Literature
Communication
Communication/Speech
Communications Research

Table I-23 (cont'd.)

Computer Science
Curriculum
Curriculum and Instruction
Curriculum Design
Economics
Education
Education and Library Science
Education Research
Educational Media
Educational Technology
Electrical Engineering
Elementary Education
Engineering
English
English Education
English Literature
Folklore and Literature
Higher Education
History
History/Education
History of Science
Humanities
Industrial Engineering
Information Transfer
Instructional Development
Instructional Systems Technology
Instructional Technology
Land Resources
Latin
Law
Library Administration/Public Administration
Linguistics
Literature and Linguistics
Logic/Method
Management of Information Resources
Mathematics
Media
Microbiology
Modern Language
Music History
Philosophy
Physics
Political Science
Psychology
Public Administration
Religion
Roman Studies
Romance Languages and/or Literature
Science
Secondary Curriculum and Instruction

Table I-23 (cont'd.)

Sociology
Social Work
Spanish
Speech
Speech/Mass Communication
Urban Education
Zoology

While approximately 82 percent of the full-time faculty teaching in 57 ALA accredited schools had completed doctoral degrees prior to January 1, 1986, the percentage of faculty within individual schools holding the doctorate varied considerably, from a low of 10 percent to a high of 100 percent in 10 schools. In 3 schools, half or less of the faculty held doctorates. This is down from 4 schools last year.

TABLE I-24:
Percentage of Faculty Having Doctorates in 57 ALA Accredited Schools on January 1, 1987

Percentage	Number of Schools
100	10
95-99	-
90-94	9
85-89	12
80-84	7
75-79	8
70-74	4
65-69	2
60-64	1
55-59	-
50-54	1
45-49	-
40-44	-
35-39	1
30-34	1
25-29	-
20-24	-
10-14	1
	62

TENURE

Of the 572 full-time faculty in the 57 ALA accredited schools that reported on their faculty this year, 67.0 percent of the faculty members were reported as having tenure on January 1, 1987. (Those with "security of Appointment" have been included in this number). Information on tenure has been collected since 1977, and is reported in Table I-25. As can be seen from this table, the percent of the total faculty in ALA accredited schools is slightly lower this year than during the previous year. The percentage of tenured faculty members in all ALA accredited schools has increased by approximately 10 percent since 1976-77, a fact that no doubt has had an impact on faculty mobility in library education. More than two-thirds (nearly 7 out of 10) of the total number of faculty members in ALA accredited schools have tenure.

TABLE I-25:
Percentages of Tenured Faculty Among ALA Accredited Schools, 1977-87

Year	Percentage of Tenured Faculty
1976-77	58.4
1977-78	60.0
1978-79	62.1
1979-80	64.8
1980-81	66.3
1981-82	65.0
1982-83	66.3
1983-84	67.8
1984-85	64.2
1985-86	68.0
1986-87	67.0

Five schools reported having all-tenured faculties. Last year there were 4, and for previous two years the number was 11. Two schools which had the lowest percentage of tenured faculty had only 2 of 7 (28 percent). The following table show the variation among 57 schools that reported tenure data for 1986-87.

TABLE I-26:
Percentage of Tenured Faculty Among 57 ALA Accredited Schools, January 1, 1987

Percentage of Tenured Faculty	Number of Schools
100	5
95-99	-
90-94	3
85-89	2
80-84	2
75-79	8
70-74	7
65-69	6
60-64	3
55-59	6
50-54	8
45-49	1
40-44	4
35-39	1
30-34	-
25-29	2
	58

The following table shows tenure status by rank and sex of the faculty members holding academic rank and included in this study. It should be understood, of course, that deans and directors shown with tenure enjoy that tenure as faculty members, not as their schools' executive officers.

TABLE I-26a:
Tenure Status by Rank and Sex Among 57 ALA
Accredited Schools on January 1, 1987

	With Tenure			Without Tenure		
	Males	Females	Total	Males	Females	Total
Deans & Directors	36	20	56	1	0	1
Professors	102	57	149	3	0	3
Associate Profs.	94	62	156	20	8	28
Assistant Profs.	6	13	19	50	82	132
Instructors	0	0	0	1	8	9
Lecturers	5	1	6	7	8	12
Total:	243	143	386	82	106	185

Tables were provided showing regional difference in faculty size and sex (Tables I-26b and I-26c) were included in the 1983 report and the report for 1978-79. However, it is not necessary to provide these particular data each year and so they will not be included in this year's report. The table that appeared in the 1984 report as Table I-26d, showing regional differences in average salaries, has been shifted to the section following Table I-13.

In the table that follows, 572 individual faculty salaries (including those for 54 deans and directors) reported by 55 of the ALA accredited schools. All salaries are included except for persons who do not have academic rank, salaries from Brigham Young which has an institutional policy against reporting salaries, Dalhousie which did not report any salaries and Pittsburgh which did not report the salary of the Dean. The salaries are distributed by rank in increments of $500 (except where there are large gaps between salaries. The salaries for associate (assistant, etc.) deans and directors have been entered according to their faculty ranks.

TABLE I-27: Salaries on January 1, 1987 of 572 Full-time Faculty in 55 ALA Accredited Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
95,000-95,499	1											
90,500-90,999	1											
82,000-82,499	1											
78,500-78,999	2											
77,500-77,999	1		1									
77,000-77,499	1											
76,000-76,499	1											
75,000-75,499	1		1									
74,500-74,999	1		1									
74,000-74,499	1											
72,500-72,999	1											
72,000-72,499	1		1									
71,500-71,999	1			2								
71,000-71,499	1											
69,000-69,499			1									
68,500-68,999	1		1									
68,000-68,499	1		1									
67,500-67,999				1								
67,000-67,499	1		1									
66,500-66,999				1								
66,000-66,499			1									
65,500-65,999	1		3									
65,000-65,499	1				1							
64,500-64,999												
64,000-64,499	3			1								
63,500-63,999	1											
63,000-63,499												

TABLE I-27: Salaries on January 1, 1987 of 572 Full-time Faculty in 55 ALA Accredited Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
62,500-62,999			1									
62,000-62,499	1		2		1							
61,500-61,999			1		1							
61,000-61,499				3								
60,500-60,999	2		1	2								
60,000-60,499			2									
59,500-59,999												
59,000-59,499				1								
58,500-58,999			1	1							1	
58,000-58,499				3								
57,500-57,999	1		1									
57,000-57,499	4			1								
56,500-56,999				2	1							
56,000-56,499			1	1	2							
55,500-55,999			1									
55,000-55,499	2		1									
54,500-54,999			1	1								
54,000-54,499	3			1								
53,500-53,999				1		1	1					
53,000-53,499	1			1								
52,500-52,999												
52,000-52,499	2			2								
51,500-51,999			1									
51,000-51,499	1			2								
50,500-50,999			1	2	1							
50,000-50,499				2	1							
49,500-49,999				1								
49,000-49,499	1		1	8								
48,500-48,999	1			2		1						
48,000-48,499	1			2	1							
47,500-47,999		1	1	3								
47,000-47,499				1	1							1
46,500-46,999				2	1	1						
46,000-46,499	1			7	5							
45,500-45,999				1	1	2	1					

TABLE I-27: Salaries on January 1, 1987 of 572 Full-time Faculty in 55 ALA Accredited Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
45,000-45,499	1			4	1	1						
44,500-44,499	1		2	2	1	2						
44,000-44,499				4	3	1						
43,500-43,999	1		1	5		1						
43,000-43,499				7	1	1						
42,500-42,999		1		3		3						
42,000-42,499	1		1	2	1	1	1					
41,500-41,999	1			1	1							
41,000-41,499				5		3						
40,500-40,999	1		1	3	1	2	2					
40,000-40,499	1			3		1		1				
39,500-39,999				3	1	1	1					
39,000-39,499			1	1	2	7	1					
38,500-38,999				1		1		1				
38,000-38,499				1	1	2	2					
37,500-37,999				1	1	2		1				
37,000-37,499				2		5	1	2				
36,500-36,999						6						
36,000-36,499				2		4	1	2	1			1
35,500-35,999						5	1				1	
35,000-35,499				3	1	9		2				
34,500-34,999						6	1	1				
34,000-34,499						14	1	2		1		
33,500-33,999						4		7				
33,000-33,499				1		7		2				
32,500-32,999						4	1	4				
32,000-32,499						4	1	2			1	2
31,500-31,999						4		3			1	
31,000-31,499						5		3	1			
30,500-30,999						4		5				
30,000-30,499						5		6				
29,500-29,999						3		8				
29,000-29,499						7	1	6				1
28,500-28,999						1		6				
28,000-28,499						3		6			1	2

TABLE I-27: Salaries on January 1, 1987 of 572 Full-time Faculty in 55 ALA Accredited Schools

	Deans & Directors 11-12 mos.	Deans & Directors 9-10 mos.	Professors 11-12 mos.	Professors 9-10 mos.	Associate Professors 11-12 mos.	Associate Professors 9-10 mos.	Assistant Professors 11-12 mos.	Assistant Professors 9-10 mos.	Instructors 11-12 mos.	Instructors 9-10 mos.	Lecturers 11-12 mos.	Lecturers 9-10 mos.
27,500-27,999								5				
27,000-27,499						2		12				
26,500-26,999						5		3				
26,000-26,499								7				
25,500-25,999						1		5				
25,000-25,499								5				1
24,500-24,999						1		2		1		
24,000-24,499								11		2		1
23,500-23,999								3		1		
23,000-23,499								2		1	1	
22,500-22,999								2				
22,000-22,499								2				
21,500-21,999												
21,000-21,499								1				
20,500-20,999												
20,000-20,499							1		1			

Part Ia:

This is the eighth year in which schools not accredited by the American Library Association (hereafter referred to as non-ALA schools) have participated in this survey. In past volumes of this report, the schools reported on in this section were referred to as ALISE associate-member schools. Questionnaires were mailed to all non-ALA programs that held institutional membership in ALISE the fall of 1986. Responses were received from 7 schools and are reported here. The 7 programs reported on here are: Appalachian State University (Department of Library Science & Educational Foundation); Bowling Green State (Dept. of Library and Educational Media); Bridgewater State College (Department of Media and Librarianship); East Carolina University (Department of Library and Information Studies); Indiana State University, Terre Haute (Department of Library Science); and Kutztown University (Department of Library Science); Sam Houston State University (School of Library Science).

During the eight years in which the non-ALA accredited schools have been included in this study, there has been a steady decline in the number of schools which have responded to the request for faculty information. In 1979-80 there were 27. In the following year (1980-81), the number fell to 23, and in 1981-82, there was a further decline to 18. For the next two years, 15 responded. Last year, only 13 of the schools responded. This year the number dropped to 7. However, some of the schools that responded last year did not respond this year and some that responded this year did not respond last year. The result is that the data are not really comparable from year to year. However, unlike previous years, when a large number of the faculty positions originated in one program, this year the faculty positions are more evenly distributed among the entire list of schools that responded. Nevertheless, some of the tables included in previous years are not included because the limited number of responses would result in meaningless data.

It has been noted in the previous introductions to this part of the report that meaningful and comparable statistics are difficult to report for the Non-ALA schools. This is due to the uneven and limited participation of many of the schools. The result of this uneven coverage is that comparisons over time are misleading because they include a changing set of institutions, and items such as salary improvement cannot reflect true improvement because of the changes in the schools included. It is important for the reader to understand the limitations of these data and not make comparisons which are invalid as a result of the data. For example, this year only 4 of the 7 responding Non-ALA schools specifically identified an executive officer for the program. In the past, when this was the case, the information was obtained from the directory issue of the Journal of Education for Library and Information Science. However, currently, only the information reported by the institutions is included in this report. The following table shows the distribution of the titles of executive officers of those schools that responded to the questionnaire.

TABLE I-28:
Titles of 4 Executive Officers of Non-ALA
Accredited Schools, January 1, 1987

Title	Number
Director	1
Chair	3
Information not supplied	3

TITLE I-29:
Organizational Status of 7 Non-ALA
Accredited Schools, January 1, 1987

Name	Number
School	1
Department	6

While, as seen in Table I-28, the titles dean and director are not often used in the Non-ALA schools, the collective title "Deans and Directors" used in this study for schools' executive officers of ALA schools will also be used here for the sake of consistency.

Among the 7 non-ALA schools contributing data for this study, the number of full-time faculty varies from 1 to 7. Because in a number of these programs degrees are offered in such areas as media technology and communication, it can be assumed that some of the faculty reported as full-time do not actually devote their full-time to instruction in the area of library and/or information science. Among these 7 schools, a total of 29 full-time faculty were reported (including the heads of these programs). In past years, average faculty size was calculated and reported, but with the range from 1 to 7, and with only 7 schools reporting, and average has little or no meaning. However, Table I-30 shows a distribution for the specific size of the faculty of each school that responded to the request for information.

TABLE 1-30:
Number of Full-time Faculty Among 7 Non-ALA Accredited Schools, January 1, 1987

Number of Full-time Faculty	Number of Schools
1	1
2	0
3	1
4	3
5	0
6	1
7	1
Total	7

Of the 29 full-time faculty, including executive officers, reported by 7 non-ALA schools, 14 (48.2 percent) were males while 15 (51.7 percent) were females. This is similar to last year when, among 25 schools, 47.2 percent were males and 39.3 percent were females. However, the number of the schools that reported is almost half the number reporting last year.

TABLE 1-31:
Rank and Sex of Full-time Faculty in 7 Non-ALA Accredited Schools, January 1, 1987

Number	Rank	Males	Females
4	Deans and Directors	2	2
6	Professors	4	2
10	Associate Professors	4	6
7	Assistant Professors	4	3
1	Instructors	0	1
1	Lecturer	0	1

Of the 4 executive officers that were reported on the forms that were returned. All held academic year appointments. Of the 4, 3 had earned doctorates. All 4 were tenured.

TALBE I-31a:
Age Categories of 4 Full-time Executive Officers
of Non-ALA Accredited Schools, January 1, 1987

Age Category	Number
55-59	2
50-54	1
45-49	1

Salary data were reported for all 4 of the executive officers of the non-ALA accredited schools. Among the 4 reported salaries, the high was $47,343, and the low was $38,070. Because of the limited number of salaries, a mean or median would not be useful here.

The length of service as executive officers of their respective schools is reported for the 4 individuals in Table I-32, below.

TABLE I-32:
Year of Appointment of 4 Executive Officers
of Non-ALA Accredited Schools

Year	Number
1971	1
1980	1
1982	1
1983	1

All 4 executive officers of the schools that identified persons holding this position held the rank of professors.

Among the 29 full-time faculty (including the deans and directors) reported on from the 4 non-ALA accredited schools responding to the questionnaire, there was 1 new appointment in 1986. It was at the lecturer rank. Because of the limited number of new appointments, Table I-33 has been omitted from this year's report, as it was from the report of the previous four years.

Table I-34 which follows, enables one to compare the 1986-87 mean and median salaries of full-time faculty members of 7 non-ALA accredited schools with those of 62 ALA accredited schools that responded with 1986-87 salaries.

TABLE I-34
Faculty Salary Comparisons, ALA Accredited Schools and Non-ALA Accredited Schools, 1986-87

Faculty Rank & Term Of Appointment		ALA Accredited Schools		Non-ALA Accredited Schools	
		Mean	Median	Mean	Median
Deans and Directors	FY	$61,247	$60,600	$------	$------
Deans and Directors	AY	45,148	45,148	44,061	45,416
Professors	FY	58,686	60,050	------	------
Professors	AY	47,340	46,056	36,590	------
Assoc. Profs.	FY	47,500	45,700	------	------
Assoc. Profs.	AY	34,851	40,000	32,742	33,134
Asst. Profs.	FY	37,745	38,049	------	------
Asst. Profs.	AY	28,962	28,537	28,638	28,015

The following table enables one to compare the mean salary of male and female faculty for academic year appointments. In order to avoid endangering the confidentiality of Salary information, no salary will be reported when only one person is reported in any given category.

TABLE I-35:
Mean Academic Year Faculty Salaries for Males and Females In 7 Non-ALA Accredited Schools, 1986-87

Rank	Number of Males	Mean Salary of Males	Number of Females	Mean Salary of Females
Professors	4	$44,369	2	$39,172
Assoc. Profs.	4	32,694	6	32,774
Assistant Profs.	4	28,449	3	27,996

Of the 29 full-time faculty in the 7 non-ALA accredited schools responded in this study. One person was identified as minority group members: asian pacific.

Table I-36 would be titled Age Categories of 53 Full-time Faculty in 7 Non-ALA Accredited Schools on January 1, 1987 will not be reported this year because of the limited number of schools responding. These data were not reported last year for the same reason.

Of the 29 full-time faculty in the 7 non-ALA accredited schools that submitted responses to the questionnaire, including 4 executive officers, (55.1 percent) had earned doctorates as of January 1, 1987. This compares to 75.47 percent among those reporting last year. Of the 16 doctorates, 6 (37.5 percent) were in library science. The 10 doctorates in fields other than library science were concentrated largely in education, as indicated by the following list.

TABLE I-37:
Earned Doctorates Outside Library Science Held by Faculty Members Among 7 Non-ALA Accredited Schools, January 1, 1987

Education
Higher Education
Instructional media (including Media, AV Communication and Educational Media)
Instructional Development
Educational Administration
History

Because of the limited response from the non-ALA schools Table I-38 that provides the year of initial full-time faculty appointment, and Table I-39 that reports the year of appointment or promotion to the present academic rank will not be reported this year. These same tables were not reported in last year's report either. The data contained in these tables would have very limited value for generalizing about non-ALA schools.

Tenure status was indicated for all 29 faculty members reported by the 7 schools that responded to the questionnaire. Of the 29 individuals, 25 (86.2 percent) had tenure on Janaury 1, 1987. All but 1 male and 3 females held tenure.

In Table I-40, which follows, the salaries for the 29 faculty members from the non-ALA schools (including executive officers) are shown in increments of $500.

Part II:

This is the eighth year that the survey of library school faculty has included data provided in response to the general questionnaire distributed by the Association for Library and Information Science Education (ALISE). Data reported in Part II have been obtained from this questionnaire. Data reported in Part I of this report have been presented with the understanding that the writer would not link specific data with any single school. However, schools that respond to the ALISE questionnaire, leading to the information reported in Part II do so with the understanding that they will be identified with the information that they submit.

In past years, it is usual that fewer schools have responded to the ALISE general questionnaire than to the confidential faculty salary survey that is sent separately. This year the same schools responded in full to both reports. Three schools did not respond to either part. They are Catholic, Clarion and Chicago. However, these three schools are listed in the tables because they were eligible to respond but did not. Thus a total of 57 schools are identified among the ALA accredited schools in tables in Part II.

The section that reports data received from non-ALA accredited schools includes only 7 schools. This is all that reported. The ALA accredited schools are identified in Table I-41, and the non-ALA schools are identified in Table I-42, so they will not be repeated here.

It is important to note that the data reported in Part II cover the year previous to the salary data reported in Part I. This means that frequently the data will not be in agreement for a given school for the two time periods. However, the data are taken from the forms as reported by the schools.

The non-ALA schools differ widely from one another in their nature and characteristics. For example, some are schools, others are departments, and yet others are programs that reside within departments. Thus, comparison and analysis leads to results that might not be meaningful. Also, the population of the non-ALA schools that respond to the ALISE questionnaire changes from year to year. The number that responded for the time period covered by this report was disappointingly small. For this reason, generalizations about the non-ALA schools, comparing responses from one year to another have been avoided because the comparisons are not meaningful.

TABLE I-40: Salaries on January 1, 1987 of 29 Full-time Faculty in 7 Non-ALA Accredited Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
47,000-47,499		2		1								
46,000-46,499				1								
44,500-44,999				1								
44,000-44,499												
43,500-43,999												
43,000-43,499		1										
42,500-42,999												
42,000-42,499												
41,500-41,999				1								
41,000-41,499												
40,500-40,999												
40,000-40,499												
39,500-39,999												
39,000-39,499				1								
38,500-38,999												
38,000-38,499		1										
37,500-37,999												
37,000-37,499												
36,500-36,999				1		1						
36,000-36,499												
35,500-35,999												
35,000-35,499												
34,500-34,999												
34,000-34,499						1		2				
33,500-33,999						1						
33,000-33,499						2						
32,500-32,999						1						
32,000-32,499						[illegible]						
28,500-28,999								1				
28,000-28,499								1				
27,500-27,999												
27,000-27,499						1		1				
26,500-26,999								1				
26,000-26,499												

TABLE [illegible]. Salaries on January 1, [illegible] of 29 Full-time Faculty in [illegible]

	Deans & Directors 11-12 mos.	Deans & Directors 9-10 mos.	Professors 11-12 mos.	Professors 9-10 mos.	Associate Professors 11-12 mos.	Associate Professors 9-10 mos.	Assistant Professors 11-12 mos.	Assistant Professors 9-10 mos.	Instructors 11-12 mos.	Instructors 9-10 mos.	Lecturers 11-12 mos.	Lecturers 9-10 mos.
25,500-25,999												1
25,000-25,499												
24,500-24,999												
24,000-24,499												
23,500-23,999												
23,000-23,499												
22,500-22,999												
22,000-22,499												
21,500-21,999												
21,000-21,499												
20,500-20,999										1		
20,000-20,499												
19,500-19,999												
19,000-19,499								1				

The analysis that follows reports the responses to the questions as asked on the ALISE general questionnaire. In those instances where data were not reported by a school, the notation "not reported" is indicated. However, unless the school specifically stated on its questionnaire that there are no data to report, the absence of data is ambiguous. It could mean that there are no data to report for the question or it could mean that the school did not respond to the question.

Academic Calendar and Full-time Faculty

The first question in the faculty section of the ALISE questionnaire asked schools to indicate the type of calendar in use (i.e., semester, quarter, trimester, etc.). These responses are reported in Tables I-41 and I-42. Because of the differences in calendars, only the fall term faculty data have comparative value, because this is the only term that all schools have in common regardless of type of calendar. An example will illustrate this. Some schools call it the spring term or semester. Also, it appears that some schools that have two summer sessions have labeled one as spring and the other as summer.

The answers to the second question have also been included in Tables I-41 and I-42. The second question asked the schools to indicate the number of full-time faculty for the previous academic year. The full-time faculty data reported here are for the academic year prior to that reported in Part I. In the following table, 57 schools reported a total of 575 faculty members for an average of 10.8 per school. The total reported for 1984-85 was 560 for an average of 9.5 per school.

TABLE I-41: Full-time Faculty in 57 ALA Accredited Schools, 1985-86

School	Academic Calendar	Fall	Winter	Spring	Summer
Alabama	Semester	11		11	7
Albany	Semester	12		12	3
Alberta	Term	10	10	10	10
Arizona	Semester	7		8	0
Atlanta	Semester	7		7	4
Brigham Young	Trimester	7	7	4	4
British Columbia	Semester	10	10	10	10
Buffalo	Semester	9		9	4
Cal-Berkeley	Semester	10			1

Table I-41 (cont'd.)

School	Academic Calendar	Fall	Winter	Spring	Summer
Cal-L.A.	Quarter	13	13	13	1
Catholic	Not Reported	--	--	--	--
Chicago	Not Reported	--	--	--	--
Clarion	Not Reported	--	--	--	--
Columbia	Semester	8		9	
Dalhousie	Semester	7	7		
Drexel	Quarter	14	14	14	14
Emory	Semester	6		5	4
Emporia	Semester	8		9	9
Florida St.	Semester	14		14	10
Hawaii	Semester	8		8	
Illinois	Semester	13		13	5
Indiana	Semester	15		15	10
Iowa	Semester	7		7	4
Kent State	Semester	8		8	4
Kentucky	Semester	12		12	9
Long Island	Semester	10		9	5
Louisiana St.	Semester	8		8	5
Maryland	Semester	13		13	5
McGill	Semester	8	8		
Michigan	Trimester	11	11	7	9
Missouri	Semester	9	10		9
Montreal	Semester	9	9		

Table I-41 (cont'd.)

School	Academic Calendar	Fall	Winter	Spring	Summer
NC Chapel Hill	Semester	13		13	3
NC Central	Semester	9	9	9	5
NC-Greensboro	Semester	5		5	4
Northern IL	Semester	6		6	6
North Texas	Semester	9		9	7
Oklahoma	Semester	7		8	4
Peabody	Semester	6		6	6
Pittsburgh	(See Note)	26	26	25	26
Pratt	Semester	5		5	3
Queens	Semester	7		7	2
Rosary	Semester	7		7	3
Rutgers	Semester	15		15	3
St. John's	Semester	8		8	3
San Jose	Semester	5.5		5.5	3
Simmons	Semester	14		13	10
S. Carolina	Semester	9		10	11
S. Florida	Semester	9		8	8
Southern Conn.	Semester	6		5	7
Southern Miss.	Semester	8		8	8
Syracuse	Semester	10		9	5
Tennessee	Quarter	9	9	9	6
Texas	Semester	12		11	10
Texas Woman's	Semester	8		8	

Table I-41 (cont'd.)

School	Academic Calendar	Fall	Winter	Spring	Summer
Toronto	Semester	15		15	15
Washington	Quarter	10	9	9	
Western Ontario	Trimester	13	14	14	
Wisc.-Madison	Semester	11		11	6
Wisc.-Milwaukee	Semester	9		9	7

Notes: Table I-41

Alberta: Term (Fall and Winter)

Drexel: Summer "not all teaching"

Pittsburgh: "Two 15-week terms (Fall & Winter) plus one term (Spring) with optional subdivision in two 7 1/2-week sessions."

TABLE I-42: Full-time Faculty in 4 Non-ALA Accredited Schools, 1985-86

School	Academic Calendar	Fall	Winter	Spring	Summer
Bowling Green	Semester	4	4	4	2
Bridgewater St.	Semester	4	4	4	4
Chicago State	Semester	4	4	4	4
Kutztown U.	Semester	3	3		1
Rhode Island	Semester	7		6	6
Sam Houston	Semester	6	5	6	6
Wayne State	Semester	4	3	2	4

TABLE I-43: Part-time Faculty in 57 ALA Accredited Schools, 1985-86

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Alabama	1	.5			1	.5	4	2
Albany							2	1.5
Alberta			5	1.67			2	.67
Arizona	1	.5			1	.5	6	3

Table I-43 (cont'd.)

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Atlanta	1	.33			2	.67	2	.67
Brigham Young	1	.5	2	.67	1	.17		
British Columbia	5	2	6	2.4	2	.8	2	.8
Buffalo	3	.75			6	1.50	4	2
Cal-Berkeley	19	5.67			19	5.67	7	.7
Cal-L.A.	14	1.65	12	1.49	14	1.49	2	.17
Catholic	Not Reported							
Chicago	Not Reported							
Clarion	Not Reported							
Columbia	8	2			14	3		
Dalhousie	4	9.5	3	.9				
Drexel	7	2.0	12	4.5	10	3	13	3.5
Emory	4	1.5			5	1.75	1	.25
Emporia	6	1.0			5	1.2	2	.7
Florida St.	3	.25			2	.25		
Hawaii	1	.33			2	.5	8	2.66
Illinois	6	3			4	2	5	3
Indiana	9	3			17	5.66	7	2.33
Iowa	6	2.75			3	1.55	6	3.25
Kent St.	11	2.61			14	3.08	23	4.20
Kentucky	1	.33			4	1.33	2	1
Long Island	10	2.5			13	3.25	9	2.25
Louisiana St.	6	--			3	--	3	.75
Maryland	9	2.4			15	3.8	6	3

Table I-43 (cont'd.)

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
McGill	4	1	6	1.5			2	.5
Michigan	4	1.25	6	2.25	3	1.5	7	3.5
Missouri	4	.65	1	.15			2	--
Montreal	10	2.5	14	3.5				
NC Chapel Hill	3	1.0			4	1.33	4	2.0
NC Central	2	1	2	1			2	1
NC-Greensboro	5	1.66			6	2	5	1.66
Northern ILL.	2	.66			2	.66		
North Texas					4	1.3	4	2
Oklahoma	5	2.5			3	1.5	3	1.5
Peabody	2	.43					5	3
Pittsburgh	12	4.8	10	4.0	5	2	4	1.6
Pratt	6	2.33			6	2.33	3	1
Queens	1	.33			3	1	3	1
Rosary	7	2.33			7	2.33	9	--
Rutgers	7	1.875			7	1.875	9	1.5
St. John's	1	.34			1	.34	1	.34
San Jose	2	.5			6	1.5	2	.5
Simmons	7	2.33			13	6.33	6	2
S. Carolina	3	.8			5	1.6	8	2.7
S. Florida	7	1.34			6	1.2		
Southern Conn.	6	2			5	1.66		
Southern Miss.	5	1.67			5	1.67	10	3.33
Syracuse	13	3.25			19	4.75	10	5

Table I-43 (cont'd.)

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Tennessee	1	.33	1	.33	2	.66	1	.33
Texas	4	2.0			7	3.5	7	3.5
Texas Woman's	5	2			5	1.67	4	1.33
Toronto	5	1.25			5	1.25		
Washington	1	.33	4	1.33	5	1.66	5	2
Western Ontario	3	1	4	1.3	5	1.7		
Wis.-Madison	2	.75			2	.5	7	3.5
Wis.-Milwaukee	3	.67			4	.92		

Formula for Computing FTE

Alabama	"5 classes per year = 1 FTE; 2 classes per summer term = 1 FTE"
Albany	"FTE for summer session is 2 3-credit courses: 1 3-credit course is .5 FTE."
Alberta	"3 courses per term = 1.0 FTE; 2 courses per term = .67 FTE; 1 course per term = .33 FTE."
Arizona	"Based on percent of days worked during year per contract period."
Atlanta	"One course equals .33 FTE."
Brigham Young	"6 semesters = 1 FTE."
British Columbia	"Normal faculty load is 3.75 units per term.
Buffalo	"A part-time faculty member teaching one course is equivalent to .25 FTE except during the summer session when it is .50 FTE."
Cal - Berkeley	"100% salary for 9 months academic year = 1.00 FTE."
Cal-L.A.	Professorial Series - Full time = 2 courses per quarter = 1.00 divided by 6 = .17" Lecturer Series - Full time = 3 courses per quarter = 1.00 divided by 9 = .11"
Catholic	Not Reported

Chicago	Not Reported
Clarion	Not reported
Columbia	Total number of courses divided by 5 is the normal faculty load annually."
Dalhousie	"Full teaching load is equivalent to five courses, therefore, 1 course = .20 FTE."
Drexel	12 Credits = 1 FTE."
Emory	"Teaching load of 8 semester hours."
Emporia	"8-9 hours = 1 FTE graduate; 12 hr. = 1 FTE undergraduate."
Florida St.	"1 course = 25% FTE."
Hawaii	"9 credit hours = 1 FTE."
Illinois	"One course = .5 FTE."
Indiana	"Part-time faculty teaching one course are considered one-third time."
Iowa	"Full faculty load is 5 courses per year (2.5 per semester) or 2 courses in summer session (+ 1 faculty member on 78% time)."
Kent St.	1 FTE = 15 semester hours."
Kentucky	"1 FTE = 3 courses (9 hours); 1 FTE (Summer) = 2 courses (6 hours)."
Long Island	"4 courses = 1 Faculty Member/semester."
Louisana State	"3 courses = 1 FTE."
Maryland	"Fall and Spring Semesters: Teaching 1 course = .20 FTE; Summer Session: Teaching 1 course = .50 FTE."
McGill	"Number of courses taught/2 per semester."
Michigan	"In full term, 1 course = .25 FTE; In half term, 1 course = .5 FTE."
Missouri	"By University appointment. (Full-time faculty are 100% FTE.)"
Montreal	"4 part-time faculty = 1 full-time."
NC Chapel Hill	"1 course = .33 during regular year; during summer, 1 course = 50."

NC Central	"1 = 9 s.h.; .75 = 6 s.h.; .33 = 3 s.h. Summer: total credit hours generated divided by 9."
NC-Greensboro	"3 courses = 1 FTE"
Northern Illinois	Not Reported
North Texas	"One course = one-third FTE."
Oklahoma	"FTE = 15 credit hours per year, either on a 3/2 or 2/3 courses per semester schedule."
Peabody	"Three courses (9 sem. hrs) FTE in fall and spring; two courses (6 sem. hrs.) FTE in summer."
Pittsburgh	".4 x total = FTE"
Pratt	"Three courses is considered a full-time teaching load (i.e., a part-time faculty member teaching one course is considered to be 1/3 FTE."
Queens:	"Three courses = 1 FTE Faculty Member."
Rosary	"For fall and spring, three courses; for summer, two courses."
Rutgers	12 credits/semester = 1 FTE."
St. John's	"1 course = .34 FTE."
San Jose	"Four courses equal 1 full time equivalent faculty member."
Simmons	"3 courses = 1 FTE faculty".
South Carolina	"1 FTE = 9 hours (Fall and Spring Semesters); 1 FTE = 6 hours (summer)."
S. Florida	Not Reported
Southern Conn.	"Full time equals 3 (3 credit) courses."
Southern Miss.	"9 cr. hrs. = 1 FTE teaching load."
Syracuse	"Fall/Spring: 1 FTE = 4 courses. Summer: 1 FTE = 2 courses."
Tennessee	"3 courses = Fulltime."
Texas	"9 undergraduate credit hours = full tme; 6 graduate hours = full time."

Texas Woman's	"A full workload is considered as 3 courses to equal one FTE."
Toronto	"For each half-course taught, .25 FTE is calculated."
Washington	"Academic year: 1 course = 33% FTE. Summer Quarter: 1 course = 50% FTE."
Western Ontario	"Number of part-time faculty divided by three, which is course load for one full-time faculty member."
Wisc.-Madison	"One course equals as .25 FTE for each semester; For summer each course computed as .50 FTE."
Wisc.-Milwaukee	"Fall and Spring: one 3 credit course = .25 FTE. Summer: one 3 credit course = .50 FTE."

TABLE I-44: Part-time Faculty in 7 Non-ALA Accredited Schools, 1985-86

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Bowling Green	4	1	4	1	4		1	.25
Bridgewater St.	2		2				1	
Chicago State	0		0		0		0	
Kutztown	1	.25			1	.25		
Rhode Island	6	2			7	2.3	3	1
Sam Houston	1	.33	1	.33	1	.33	1	.33
Wayne State	4	1.3	9	3.0	2	.67	5	1.67

Formula For Computing FTE

Bridgewater	"12 hours = full time"
Rhode Island	"Full load is three (3) courses - # courses given by adjuncts divided by three(3)."
Sam Houston	"9 semester hours = FTE."
Wayne State	"1 course = .333; 3 courses = FTE."

Salary Improvement

The fourth question on the faculty section of the ALISE questionnaire asked for the average percentage of salary improvement for full-time faculty in 1985-86. This was followed by the fifth question, which asked the basis on which improvements in faculty salaries were made. The responses to both of these questions have been tabulated in Tables I-45 and I-46.

Among the ALA schools which provided data on the percentage of salary improvement, the improvement ranged from a low of 0 to a high of 12.6 percent. Two schools reported no increase; 6 schools reported salary increase less than 3 percent. The majority of schools that did report an increase were in the 5-7 percent range. There were 2 schools that had a 10 percent or more increase. Six of the 7 non-ALA schools reported an increase.

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in ALA Accredited Schools in 1985-86

School	Percentage of Improvement	Basis for Improvement
Alabama	12	Merit
Albany	Not reported	Union contract, Merit, To achieve equity
Alberta	5.5	Merit, Cost of living
Arizona	5	Merit, Across the board, to achieve equity
Atlanta	3	Merit
Brigham Young	Not reported	Merit
British Columbia	3	Merit, seniority
Buffalo	5	Union contract, across the board
Cal-Berkeley	8.6	Merit, Across the board, to achieve equity
Cal-L.A.	5	Merit, cost of living
Catholic	Not reported	
Chicago	Not reported	
Clarion	Not reported	
Columbia	Not reported	Merit
Dalhousie	2	Union contract
Drexel	3.5	Merit
Emory	6	Merit, Cost of Living
Emporia	2.2	Merit
Florida St.	5	Merit
Hawaii	5	Union contract, seniority
Illinois	4.5	Merit
Indiana	8.2	Merit, Cost of Living
Iowa	1.6	Merit
Kent State	7	Union contract, Merit, Across the board
Kentucky	7	Merit, other (incentive)
Long Island	Not reported	Union Contract
Louisiana	0	
Maryland	7.4	
McGill	5.5	Other (University-wide policy: base & merit)
Michigan	5.66	Merit
Missouri	4	Merit
Montreal	Not reported	

Table I-45 (cont'd.)

School	Percentage of Improvement	Basis for Improvement
NC Chapel Hill	5.7	Merit, cost of living
NC Central	4	Merit, Cost of Living, To achieve equity
NC-Greensboro	4	Merit, Across the board
Northern Ill.	6.5	Merit, Across the board
North Texas	3	Merit
Oklahoma	0	
Peabody	Not reported	Merit, Across the board, Cost of Living
Pittsburgh	5	Merit, Cost of living, to achieve equity
Pratt	Not reported	Union contract
Queens	5	Union contract
Rosary	5	Across the board
Rutgers	7	Union contract, Merit
St. John's	6	Union contract, promotion
San Jose	9	Merit
Simmons	6	Merit, Cost of living
S. Carolina	5.5	Merit
S. Florida	Not reported	Union contract, Merit, Across the board
Southern Conn.	7.5-11	Union contract
Southern Miss.	2	Other, (Promotion)
Syracuse	5.72	Merit, Cost of Living
Tennessee	Not reported	Merit, Cost of Living, To achieve equity
Texas	5.5	Merit
Texas Woman's	3	Merit
Toronto	2.7	Merit, Across the board, Seniority, to achieve equity
Washington	1	Other (Market Disparity)
Western Ontario	5.5	Merit, Across the board
Wisc.-Madison	12.6	Merit, to achieve equity with other institutions
Wisc.-Milwaukee	6	Merit, Across the board, to achieve equity

TABLE I-46: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 4 Non-ALA Accredited Schools in 1985-86

School	Percentage of Improvement	Basis for Improvement
Bowling Green	3.5	Across the Board
Bridgewater State	Not Reported	Union contract

Table I-46 (cont'd.)

School	Percentage of Improvement	Basis for Improvement
Chicago State	9.25	Union contract, Merit, across the board, to achieve equity
Kutztown	5	Union contract
Rhode Island	7.5	Union contract, Merit, to achieve equity
Sam Houston	3	Across the board
Wayne State	5	Union contract, Merit

Faculty Replacements

The reports of previous years note that it is common to replace senior faculty members who retire, resign, or die, with individuals at lower ranks than had been held by those being replaced. This practice has been followed for many years, but as funding becomes more limited, there is a stronger motivation for its continuation. Question 6 on the questionnaire was designed to provide specific data to demonstrate whether or not this has happened. Table I-47 reports the results of quesiton 6 which asked how many full-time faculty replacements (resulting from resignations, retirements, etc.) were made during 1985-86. Schools were also asked to indicate the rank of the individual(s) who was/were replaced and the rank of the replacements(s).

TABLE I-47: Faculty Replacement Appointments Made Among ALA Accredited Schools in 1985-86

Alabama	One associate professor replaced by one full professor.
Albany	Two professors and one associate professor replaced by one professor (visiting and two assistant professors).
Atlanta	Two assistant professors replaced by two assistant professors.
Brigham Young	One associate professor replaced by one assistant professor.
British Columbia	One assistant professor replaced by one instructor, one administrative coordinator replaced by one instructor.
Cal.-L.A.	One assistant replaced by one associate.
Dalhousie	One assistant professor replaced by one assistant professor.
Emporia	One assistant professor replaced by one associate professor.

Table I-47 (cont'd.)

Iowa	One assistant professor replaced by one assistant professor.
McGill	One associate professor replaced by one assistant professor.
Missouri	One instructor by one assistant professor; one associate professor replaced by one assistant professor.
Montreal	One associate professor replaced by visiting associate professor; one assistant professor replaced by one instructor.
NC-Chapel Hill	One professor replaced by one assistant professor.
Oklahoma	One professor replaced by one visiting instructor; one professor replaced by one associate professor
Queens	Two professors replaced by two assistant professors; one associate professor replaced by one assistant professor.
Rutgers	Two professors replaced by two professors and two assistant professors replaced by two assistant professors.
S. Carolina	One professor replaced by one professor.
S. Conn	One associate professor replaced by one assistant professor.
S. Florida	One associate professor replaced by one associate professor.
Southern Miss.	Two assistant professors replaced by two assistant professors.
Syracuse	One professor replaced by one visiting professor.
Western Ontario	One professor replaced by one assistant professor; one assistant professor replaced by one associate professor.
Wisc.-Madison	One professor and one assistant replaced by two instructors.
Wisc.-Milwaukee	One associate professor replaced by one assistant professor; and one assistant professor replaced by instructor.

Unfilled Faculty Positions

The seventh question on the ALISE questionnaire asked schools to indicate if there were unfilled, full-time faculty positions, for which funding was available, during 1985-86. Schools were also asked to indicate the rank and the reason the position was not filled. The intent of this question is to identify the total number of full-time unfilled faculty positions in the schools. If funds were used on a temporary basis for other purposes such as employment of part-time persons, but with the budget line remaining open, this was interpreted to be an unfilled faculty position.

In Table I-47a, 35 unfilled full-time faculty positions are reported for 26 ALA schools for 1985-86. The explanations for these vacancies have been quoted from the data reported by the schools to indicate the reasons the positions are vacant. Last year's report indicated that there were 24 vacancies despite the availability of funding for the positions. The previous year there were 26 vacancies. The vacancies in 1985-86 were a reversal of a continuation of trend toward an increase in the number of openings. The explanations indicate that most of the unfilled openings are, as in the past, at the rank of assistant professor. Also, as in the past, the reasons vary so much from school to school that it is difficult to generalize with any degree of confidence. Some indicate a lack of suitable candidates, but others clearly reflect local conditions not related to the number of available candidates.

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1985-86 Among ALA Accredited Schools

School	Number	Reasons Position Was Not Filled
British Columbia	1	Assistant professor. Unable to entice desirable candidates.
Cal-Berkeley	1	Sr. lecturer w/security of employment - services for children & young adults.
Cal-L.A.	1	Associate professor. Used for part-time faculty appointments.
Columbia	2	Two assistant or associate professors. Kept vacant to allow new Dean to organize a faculty search effort.
Drexel	1	Assistant professor.
Emory	3	Two assistant professors - unsuccessful searches. One associate professor - Late resignation.
Long Island	1	December retirement - not enough to recruit and hire.
Maryland	2	One Assistqant and one lecturer. Resignation too late to fill.
Michigan	1	Search held up for completion of curriculum review.
Montreal	1	Assistant professor. Qualified candidate not found.
NC Chapel Hill	2	Chaired professor - still searching. Associate professor - terminal leave.

NC Central	1	Professor (by choice).
NC Greensboro	1	Assistant professor. Budget time used for part-time.
Northern Ill.	1	One frozen full-time assistant professor position.
Oklahoma	2	Two assistant professors. Limited pool of applicants. Candidates did not accept position.
Pittsburth	2	Two professors retired. No replacement available.
Pratt	2	Associate Professor - Search continued for replacement. Assistant Dean/assistant professor. Search conducted no appointment made.
San Jose	2	Assistant professor - search unsuccessful. One position used to fund graduate assistants.
Simmons	1	Assistant professor - no qualified candidate found.
S. Carolina	1	Assistant professor.
S. Florida	1	Search going on.
Southern Miss.	1	Assistant professor - search conducted and filled for 86/86.
Syracuse	?	Rank negotiable; due to number of turnovers, unable to search for all positions within year.
Texas	2	Professor - search in progress; no satisfactory applicant. Associate professor - faculty death during year.
Texas Womens	1	Associate professor filled for 87/88.
Western Ontario	1	Assistant professor. Filled with temporary, part-time. Appointment made for 87/.88.

Positions Lost

Question 7 on the questionnaire was intended to identify full-time faculty positions that were temporarily unfilled in 1985-86, but for which funding has been available. However, question 8 asked the schools to indicate whether faculty positions had actually been lost in 1985-86. This includes those instances where replacements could not be appointed either because faculty positions assigned to the library school by the parent institution had been reduced in number or because limitations of the school's budget simply required that the number of full-time faculty be reduced. Six schools reported a loss. This is higher than last year (2) but a sharp drop from the 17 schools that reported a loss of 21 faculty positions in 1982-83. It is down from 1983-84 when 8 schools reported a loss of 7.5 positions. Thus, the trend apparent in previous years was slowed dramatically.

TABLE I-47b: Full-time Faculty Positions Lost in 1985-86 Among ALA Accredited Schools

School	Positions Lost
Albany	One professor.
Arizona	One professor (all positions revert to the Provost's office).
NC Greensboro	One assistant professor.
Oklahoma	One professor.
Peabody	One associate professor.
Toronto	One associate professor

New Faculty Positions

Question 9 on the ALISE questionnaire asked schools whether additional (new) faculty positions, with new funding, had been created in the schools in 1985-86. As shown in Table I-47c, 10 schools reported a total of 9.5 new positions, 4 more than were lost by the 6 schools noted in the previous table. Last year 8 schools reported a total of 8 new positions, and the previous year 5 schools reported 4.5 new positions. Thus, 1985-86 saw more new positions created than in the previous few years.

TABLE I-47c: New Full-time Faculty Positions Created and Funded in 1985-86 Among 10 ALA Accredited Schools

School	New Positions Created
Alabama	One half-time instructor.
Buffalo	One Assistant professor.
Cal-L.A.	One Visiting Professor.
Drexel	One Associate Professor.
Hawaii	One Instructor
Illinois	One professor
Oklahoma	One Assistant professor
Pittsburgh	One research associate professor
S. Florida	One Director
Syracuse	One Assistant professor

FRINGE BENEFITS

This is the eighth year in which schools have been asked to report the value of their institution's fringe benefits for faculty in terms of salary percentage, i.e. the worth of the contributions of the institution to benefits such as retirement, health insurance, etc., beyond the actual salaries paid to faculty. This percentage is often required in making grant proposals that will include faculty salaries, and it is often taken into account by applicants for faculty appointments as they compute the total compensation that an offer includes. It continues to be apparent that some of the wide disparity in these percentages, as reported by the deans and directors results from differing formulae used in computing this percentage.

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALA Accredited Schools, 1982-83 to 1985-86

School	1982-83	1983-84	1984-85	1985-86
Alabama	32	32	32	28
Albany	30.8	30.8	32.02	32.82
Alberta	12.7	14.8	13.8	14.4
Arizona	17.8	17.8	18.3	17
Atlanta	11	15	15.2	15.4
Brigham Young	22.5	22.5	24	24
British Columbia	13	13	13	13
Buffalo	30	22.5	25	31.2
Cal-Berkeley	29	29	30	30
Cal-L.A.	Not Reported			29
Catholic	Not Reported	--	--	--
Chicago	21.8	23	19.9	--
Clarion	33	34	34	--
Columbia	25.5	25.5	27	27
Dalhousie	10	10	10	10
Drexel	Not reported	Not Reported	--	18

Table I-48 (cont'd.)

School	1982-83	1983-84	1984-85	1985-86
Emory	15	17.5	17	17
Emporia	NA	18.9	14.36+ $85 Health	15.3 + 8316 Health
Florida St.	16	18	Not Reported	20
Hawaii	21	Not reported	30	Not reported
Illinois	12.5		12.55	13.6
Indiana	26.6	26.6	26.6	26.6
Iowa	22	22	22	23
Kent St.	19.5	22	22	22
Kentucky	17	17	16	16
Long Island	24	17	17	24
Louisiana St.	18	18	18.5	20.5
Maryland	23 + hosp.	25 + hosp.	25 + hosp.	28 + hosp.
McGill	16	19	Not reported	19
Michigan	22	22	22	22
Missouri	19.5	23	25	25
Montreal	11	14	14	14
NC Chapel Hill	18 + $57.60 health	Not reported	18.10	19
NC Central	25	25	25	25
NC-Greensboro	17	18	18	22
Northern Ill.	8.8 + retire $75 health	Not reported	14	14
North Texas	23	23	23	23
Oklahoma	22	22	22	22
Peabody	21.5	23.2	23.5	23.5

Table 1-48 (cont'd.)

School	1982-83	1983-84	1984-85	1985-86
Pittsburgh	24	26	28	28
Pratt	26	24	25.5 F/T 15 P/T	25.5 F/T 15 P/T
Queens	25	25	25	25
Rosary	15	17	Not reported	15
Rutgers	Not Reported	--	--	25
St. John's	Not Reported	25	25	25
San Jose	Not Reported	--	--	19
Simmons	22.5	21	21	21.6
S. Carolina	19	19	19	19
S. Florida	18	18	19	20
Southern Conn.	20	39	39	37.18
Southern Miss.	Not Reported	--	--	18
Syracuse	23	22.4	22.4	26.1
Tennessee	20	20	20	30
Texas	36-42	36-42	25	25
Texas Woman's	21	21	21	21
Toronto	"unknown"	14	14	14
Washington	20	17.95	17.95	20
Wayne St.	21	21	21	22
Western Ontario	15	15.9	15.9	16.8
Wisc.-Madison	22.4	22.8	22.8	22.8
Wisc.-Milwaukee	21	21	21	21

Four of the non-ALA schools responded to this question about the value of fringe benefits in their institutions. The responses were as follows: Kutztown, 34 percent; Rhode Island, 34 percent; Sam Houston, 5 percent; and Wayne State, 24 percent.

PROFESSIONAL TRAVEL

Questions 11 and 12 of the ALISE questionnaire pertained to funding for professional travel. Question 11 asked for the number of faculty, including the dean or director, who received travel funds in 1985-86. Question 12 asked for the total amount of funding for professional travel used by the school's faculty in 1985-86, exclusive of travel to teach in extension, workshops, etc. It was noted in this question that dollars spent by the institution on professional travel should be included regardless of whether or not they were actually included in the school's budget.

It is apparent from Table I-49 that funding for faculty travel continues to differ in amount among library schools to a very great extent. These differences have existed since this survey began, and in most instances, the relationship of the travel budgets of individual schools to other schools has changed very little. For 1985-86, the range among ALA accredited schools was from a low of $439 to $50,075. For individual faculty members, the average varied from a reported low of $179.74 to a high of $2,800. However, the actual amount used by any individual faculty member could be higher, depending on the amount spent by other members of the fauclty of each school. A total of 469 faculty members were reported as receiving professional travel funds in 1985-86. They shared a total of $375,997 in travel money, amounting to $802 per person. The average per person last year was $673 for 439 faculty members. However, as already noted, several schools did not report for 1985-86. The average per school for the 48 schools reporting amounts for individuals for 85-86 was $6,836 as compared with $5,376 in 1984-85. However, it is difficult to know if this is a meaningful comparison because of the absence of data from some schools. Also, it is difficult to know if, in reporting these data, the schools are consistent in excluding travel expenditures for such things as recruitment, accreditation visits, or visiting speakers. It is intended that these not be included, but in reporting the travel expenditures, it is possible that some schools include expenditures for these purposes along with faculty travel.

TABLE I-49: Support for Faculty Travel in 1985-86 For ALA Accredited Schools

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Alabama	11	950.00	10,300.00
Albany	5	255.00	1,275.00
Alberta	10	250.00	2,500.00

Table I-49 (cont'd.)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Arizona	All	*	2,362.00
Atlanta	3	500.00*	1,544.00
Brigham Young	6	1,500.00	9,600.00
British Columbia	6	1,030.67	6,184.00
Buffalo	8	434.00	5,105.00
Cal-Berkeley	10	Not reported	8,000.00
Cal-L.A.	11	583.19	6,415.09
Catholic	Not Reported		
Chicago	Not reported		
Clarion	Not reported		
Columbia	9	Not reported	Not reported
Dalhousie	5	800.00	9,306.00
Drexel	14	565.00*	9,412.00
Emory	7	621.00	4,350.00
Emporia	9	(see note)	5,804.00
Florida St.	14	513.93	5,848.56
Hawaii	2	2,071.00	3,445.00
Illinois	8	179.74	2,336.00
Indiana	15	400.00*	6,988.00
Iowa	7	(see note)	2,260.00
Kent St.	8	339.00	2,713.00
Kentucky	9	804.00	7,241.00
Long Island	4	383.00*	2,950.00
Louisiana St.	8	1,062.00*	9,153.40

Table I-49 (cont'd.)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Maryland	10	485.00*	6,434.00
McGill	7	Not Reported	8,361.00
Michigan	14	1,343.90	18,814.67
Missouri	9	559.00	5,032.00
Montreal	7	468.00	3,276.00
NC Chapel Hill	13	1,265.00	16,429.00
NC Central	9	Not Reported	4,500.00
NC-Greensboro	5	754.60	3,773.00
Northern Ill.	6	500.00*	5,000.00
North Texas	7	480.00	3,359.00
Oklahoma	8	439.81	4,473.29
Peabody	1	----	439.00
Pittsburgh	30	1,285.00*	50,075.00
Pratt	2	2,800.00	6,300.00
Queens	Not reported		
Rosary	5	285.00	2,000.00
Rutgers	8	730.00	5,840.00
St. John's	8	350.00*	3,000.00
San Jose	5	300.00*	2,500.00
Simmons	13	400.00	16,860.00
S. Carolina	9	800.00	7,200.00
S. Florida	7	514.00	3,600.00
Southern Conn.	5	720.00	3,600.00
Southern Miss.	6	948.00	5,687.00

Table I-49 (cont'd.)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Syracuse	10	914.00	9,142.00
Tennessee	9	1,112.00	10,008.00
Texas	12	400.00*	11,536.40
Texas Woman's	7	585.00*	3,428.00
Toronto	6	195.20*	3,356.00
Washington	3	1,827.00	5,481.00
Western Ontario	20	378.10	7,562.00
Wisc.-Madison	8	865.13	6,921.00
Wisc.-Milwaukee	3	740.00*	6,660.00

Notes for Table I-49

Arizona	"State funded only. Travel not allocated on division by faculty member"
Atlanta	"Dean utilized $1,000, $500 provided for faculty members."
Drexel	"Dean = $2,000; Asst. Dean = $1,000"
Emporia	"In State = $250 for 8 faculty member; $500 for Dean, $250 for recruitment. Out of state - 2304 = % allowed for transportation and lodging according to participation; $600 allowed for 1 faculty member for out-of-state field trip."
Indiana	"$400 (Explanation: Dean's discretionary travel fund)
Iowa	"$195 is assured by College of Liberal Arts for each full-time faculty member. Up to $300 additional is available upon petition to a faculty member presenting a paper at a conference. Additional funds are available to the director for recruitment travel."
Long Island	"Dean $1700; faculty 350/500/300."

Louisiana St.	("The difference was spent on University vehicles, guest lecturer, and credit from special program)"
Maryland	"Additional travel funds covered expense of visiting faculty invited by search comittee."
Northern Ill	"$500 per person, plus special allocations for specific purposes."
Oklahoma	"$350.00 was allocated on a formula basis to each faculty member; each member received additional funds based on the discretion of the director. The average amount used by faculty excluding the director was $439.81."
Pittsburgh	"$1,285, minus administrative and Board of visitors travel."
San Jose	"Average amount was $300. One individual, with special need received $1,300."
St. John's	"Director: $1600; faculty approx. $350 each (includes grant funds)
Texas	"Included discretionary funds."
Texas Woman's	"$585. Two received a total of $500. for travel for teaching and supervising practicum. This was in addition to the $2,928."
Toronto	"195.20 x 5; $2,380 x 1 (Dean)."
Wisc.-Milwaukee	"$6,167 - Dean; $493. - Fac.; others did not travel professionally."

TABLE I-50: Support for Faculty Travel, 1985-86 by Non-ALA Accredited School

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Bowling Green	all	Not reported	$ 400.00
Bridgewater	4	Not Reported	$ 400.00
Chicago State	4	$ 250.00	1,000.00
Kutztown	3	$ 500.00	150.00
Rhode Island	4	$131.00 to 934.54	2,062.76
Sam Houston	6	300.00	2,100.00
Wayne State	2	1,627.00	3,255.00

SABBATICAL LEAVES

The 13th question on the faculty section of the ALISE questionnaire pertained to sabbatical leaves for faculty during 1985-86. A total of 30 schools provided funds for sabbatical or study leaves during 1985-86 compared to 28 in 1984-85.

TABLE I-51: ALA Accredited Schools where Faculty Received Sabbatical or Study Leaves During 1985-86

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Alabama	1	One Semester	100%
Albany	1	One Semester	100%
Alberta	1	6 months	80%
Arizona	1	Academic year	60%
Brigham Young	1	One Semester	---
British Columbia	1	6 months	75%
Cal-Berkeley	2		67% 100%
Cal-L.A.	2	3 months 6 months	100% 100$
Columbia	1	One year	50%
Emporia	1	5 months	---
Florida St.	1	One Semester	---
Illinois	2	One semester each Academic year	100% 50%
Indiana	1	One semester	---
Long Island	1	One year	66%
Louisiana State	1	One semester	---
Maryland	1	One year	50%
McGill	1	8 months	---
Montreal	1	One year	90%
NC Chapel Hill	2	One semester	100%

Table I-51 (cont'd.)

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Northern Ill.	1	One semester	100%
Pittsburgh	3	6 months	---
Pratt	1	One year	50%
Rutgers	1	One semester	80%
St. John's	1	One course Reduction	---
San Jose	1	1/2 year	100%
Simmons	2	One semester	100%
Southern Conn.	1	One semester	---
Syracuse	1	One semester	50%
Washington	1	6 months	75%
Wisc. Milwaukee	1	One semester	100%

SUPPORT STAFF

The final question in the faculty section of the ALISE questionnaire pertains to the support staff available for the schools. The question was designed to separate part-time student employees of the school from regular, non-student support staff. Under each of these categories, the same group of subdivisions was given: (a) Administrative support; (b) Instructional support; (c) Research support; (d) Media services; (e) Library support; (f) Computer lab; (g) Other. This year was the second that staff support for the computer lab was distinguished from the "Other" category. The following definitions were provided for each subdivision:

> By (a) Administrative support is meant secretarial and other assistance provided the dean, assistant dean, etc. in the administration of the school. By (b) Instructional support is meant clerical and other assistance provided faculty members in their course preparation and classroom teaching. By (c) Research assistance is meant secretarial and other support provided the faculty in their research activity. By (d) Media services is meant assistance provided by media technicians, graphic artists, and others in the production and use of non-print media. By (e) Librarian personnel is meant librarians and library assistants who serve in the library science library, whether their salaries are paid from the library school's budget or from that of the central library. By (f) Computer lab is meant those persons who work in a computer laboratory operated by the school. Under Other may be identified any support staff beyond those listed above.

If a full-time person divides his/her time between two or more of the above categories, list that individual only in appropriate part-time categories.

Where obvious misinterpretations have been made by the schools, this writer has taken the liberty of making slight adjustments in the data supplied by the schools. These have all involved moving fractions of staff time listed as full-time personnel where it seemed obvious that they were intended as FTE of part-time staff.

As shown in Table I-52, the total FTE of support staff (exclusive of students) as reported by the ALA accredited schools, varied from a low of 1.0 to a high of 33.3. Because of the possible variations in the interpretation of the reporting of library staff and the varying types of support staff included under "other," meaningful comparison of the total FTE support staff among the schools is not possible. However, it is possible to compare data from some of the individual categories.

TABLE I-52: Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	TOTAL FTE
Alabama	1	.5		.3		.2			1						2.1
Albany	1			.5											1.5
Alberta	3														3
Arizona	3														3
Atlanta															
Brigham Young	2														2
British Columbia	3														3
Buffalo	.75		.75												1.50
Cal-Berkeley	3.50	.5	2.0			.15			2	1	1.25				10.40
Cal-L.A.	5		1								1		1	.50	8.5
Catholic	Not Reported														
Chicago	Not Reported														
Clarion	Not Reported														
Columbia	5								3	3		1			12
Dalhousie	3	.5	.25												3.75

TABLE I-52: Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	TOTAL FTE
Drexel	5.5	.5	1.5				.5		2	.5	.5				11.0
Emory	1	.25							1	.25					2.5
Emporia State	1														1.0
Florida St.	3		1		1		.5		2		.5				8.0
Hawaii	1	.50	1									.50			3.0
Illinois	2	2	1	.5		.5			3				4	.5	13.5
Indiana	3	.5	1						2						4.5
Iowa	1			.5						.5					2.0
Kent		1.5		1.15											2.65
Kentucky	2		1								1				4.0
Long Island	2		1						2		.25				5.25
Louisiana St.	1	.70	1												2.7
Maryland	3	.68	2					1	2	.5		.5			9.68
McGill	2	1													3
Michigan	3		2				1		2.4						8.4
Missouri	2	.5	1	.5										.5	4.5
Montreal	4	.5	1.75	.25		.25						.5			7.25

TABLE I-52: Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		TOTAL FTE
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	
NC CHapel Hill	4		1						2						7.0
NC Central	2		1						3					1	7.0
NC-Greensboro	1														1.0
Northern Illinois			1			3									4.0
North Texas	1		1						1	1					4.0
Oklahoma	1		1												2.0
Peabody	2														2.0
Pittsburgh	9	2.5	8	2	1		2	.5	5	.5	2			.8	33.3
Pratt	1						1		1			.33			3.33
Queens	1	.5													1.5
Rosary	2	1													3.0
Rutgers	2	.5	1	.5				.5			1		1		6.5
St. John's	1	.4	1	.40		.20			1	1	1				6.0
San Jose	1	.5									3				4.5
Simmons	5	1					1		2		1				10.0
S. Carolina	2		.5			.5						.5	1		4.5

TABLE I-52: Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	TOTAL FTE
S. Florida	1.5			4											5.5
Southern Conn.	.5		.5												1.0
Southern Miss.	1		2												3.0
Syracuse	1.6	.55	2		5	.5						.2		.2	10.05
Tennessee	2	.65													2.65
Texas	3			1.3		.5		.5	1			2	1	1	10.3
Texas Woman's	1								1						2.0
Toronto	5	1.9	1	1			1	.5	9		1	.1			20.5
Washington		2.25		1.70		.05									4.0
Western Ontario	3	2		.5			1		5	.5	3		1		16.0
Wisc.-Madision	4	.2	1						3	.5			1		9.7
Wisc. Milwaukee	2		1	.5								.83			4.33

TABLE I-53: Support Staff Among Schools not Accredited by the American Library Association, 1985-86

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		TOTAL FTE
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	
Bowling Green															
Bridgewater St		1													1.0
Chicago	1														1.0
Kutztown															1.0
Rhode Island	1		1												2.0
Sam Houston	1														1.0
Wayne State	1	.5		.5				.25		.5				.5	3 25

TABLE I-54: Use of Students as Part-time Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
Alabama	.25	.25	.25		.25	1.25	1.00	5.5
Albany	.87	3.25		.50		.50	.75	5.87
Alberta		.4	1.6		1.2			3.2
Arizona		1.						1.0
Atlanta	.3	.15			3		.15	2.60
Brigham Young		.25	1.0					1.25
British Columbia						.33		.33
Buffalo	.5		.25	.25		.50		1.50
Cal-Berkeley	.5	2.65	2.67		1.	.50		7.32
Cal.-L.A.		1.50	2.00		.5			4.0
Catholic	Not Reported							
Chicago	Not Reported							
Clarion	Not Reported							
Columbia	2			.66				2.66
Dalhousie	.4	.40	2.20		1.20			4.20

TABLE I-54: Use of Students as Part-time Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
Drexel	1.5	3.5	1	2.5		2		10.5
Emory					3	.1		3.1
Emporia St.	1	2		.5		.5		4
Florida State		6.75	1.5	.9	36.9	.9	.68	47.63
Hawaii	.5	.5	1			1		3.0
Illinois	.5	3	4.75	1	2			11.25
Indiana		7.5		16	.5			24
Iowa		.58	.50		1.30	.25		2.63
Kent	.5	2	1			.5		4.0
Kentucky	.5	.25		.25		.75		1.75
Long Island		1.0	.6		2	1		4.6
Louisiana St.	.50		3.50			1.50		5.5
Maryland	2	2.5	2.5	1	4	2.75	.75	15.5
McGill			2			1		3.0
Michigan		.34	1.6		1.3		.26	3.5
Missouri								
Montreal		1	.5		1			2.5

TABLE I-54: Use of Students as Part-time Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
NC Chapel Hill	.5	3.0	3.0	.5	1.0	2.0		10.0
NC Central		.125			.125	.125		.375
NC Greensboro	1	3	2					6.0
Northern Illinois								
North Texas	.5	.5		.5		.5		2.0
Oklahoma		.25	.187			.25		.687
Peabody	.5	1			.5	.5		2.5
Pittsburgh	1	23.5	1		4	2.5		32.0
Pratt	1		1.25			1		3.25
Queens	.5							.5
Rosary				1				1.0
Rutgers		.33				.66	.33	1.33
St. John's		1	1		1	1		4.0
San Jose	.5					3		3.5
Simmons			3		2	1		6.0
S. Carolina	1	3	2.5	.5		.5		7.5

TABLE I-54: Use of Students as Part-time Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
S. Florida								
Southern Conn.	1	1	1	1		2		6.0
Southern Miss.	2	3	2	1		1		9.0
Syracuse	1.75	5	4.5			.50	.25	12.0
Tennessee		1.75						1.75
Texas		.5	.68	.68			.50	2.36
Texas Woman's		.5	.25		2.5	.5	.5	4.25
Toronto		.2			1	.2		1.4
Washington		4.8	.5				1.50	6.8
Western Ontario	.05	1	2	.3	3.75	.7	.3	8.1
Wisc.-Madison	.25	.5	.33	1.32	2.05	.5	.7	5.65
Wisc.-Milwaukee	.25	.66	.25			.25		1.41

TABLE I-55: Use of Students as Part-time Support Staff Among Schools Not Accredited by the American Library Association, 1985-86

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Computer Lab Support	Other	
	FTE of Part-time	FTE of Part-time	FTE of Part-time	FTE of Part-time	FTE of Part-time	FTE of Part-time	FTE of Part-time	TOTAL
Bowling Green								
Bridgewater	4							4.0
Chicago State	1.5							1.5
Kutztown	1.25							1.25
Rhode Island	.25	1.25	.25			.25		2.0
Sam Houston		4						4.0
Wayne State		1						1.0

STUDENTS

By C. Glenn Sparks

The two types of data presented in the STUDENTS section of the 1987 Library and Information Science Education Statistical Report, a profile of students and recent graduates plus selected financial data, are comparable to similar data in the report of 1986 from the standpoints of table numbers and table headings. The user can expect to find data in Tables II-1 through II-8 in the following categories:

Enrollment by program and sex;
Number of classes or sections of classes by number of students enrolled;
Degrees and certificates awarded by sex and ethnic origin;
Enrollment by sex and ethnic origin;
Number of in-state/province and out-of-state/province students;
Number of foreign students enrolled, countries of origin, and number of students from each country;
Number of students by age and sex.

Data for Table II-9 (Students by Sex and Highest Previous Degree Held) and Table II-10 (Students by Undergraduate Major, Sex, and Program Level) were not requested in 1987 but may be included in a future survey. Financial data in Tables II-11 through II-13 provide information on (1) scholarships and assistantships awarded to students officially enrolled in 1985-86, by amount, sex, and program level; and (2) tuition and fee cost, by program level, of a degree obtained full time if based on costs as of Fall Term 1986.

Fifty-six of the 60 schools with master's programs accredited by the American Library Association as of January 1, 1987, (called ALA Schools in this section) furnished some usable data. This compares with 58 schools out of 63 that responded in 1986. The following schools did not submit any data for the 1987 STUDENT section: University of British Columbia, Catholic University of America, University of Chicago, and Clarion University. Six schools with programs not accredited by the American Library Association (called Non-ALA Schools in this section) provided some usable data.

In reporting data from the questionnaires, an attempt has been made to correct obvious arithmetical errors and to cross-check as much of the information as possible. Aside from these corrections, the figures are those submitted by the schools. Before using figures from a table however, it is always important to read the introduction to that table, as schools' deviations from reporting instructions contained in the ALISE questionnaire are sometimes noted there. It should be kept in mind that since schools occasionally submit totals without preliminary breakdowns, horizontal totals in tables may exceed the sum of figures in previous columns.

Table II-1: Enrollment by Program and Sex

Enrollment figures in Table II-1 are based on the number of students officially enrolled in the Fall Term 1986. The Committee on Accreditation of the American Library Association requests these same figures in its Annual Report for Continuing Review, with the exception of totals for the actual number of people. Schools were asked to report the number of students enrolled in several programs (if offered), using the parent institution's formula for computing student Full-Time Equivalents (FTE's). If such a formula was not available, the formula suggested for use was the following: consider a student as full-time if the course load will enable course requirements for the degree to be completed within the normal length of time. For example, if the normal time is 12 courses in 4 quarters, a student carrying 3 courses during the quarter should be counted as 1.00 FTE; a student carrying 2 courses during the quarter should be counted as 0.67 FTE (2 divided by 3 = 0.67). Students carrying a course overload should be counted as only 1.00 FTE.

The several programs were defined in the questionnaire as follows: Master's includes only those students who are working toward a master's degree in library/information science on or off campus; Post-Master's includes only those students who are working toward a post-master's degree or certificate in library/information science on or off campus; Doctoral includes only those students who are working toward a doctoral degree in library/information science on or off campus; Other Graduate Students includes students taking library/information science courses as cognate or service courses or for professional development on or off campus; Undergraduate includes students taking library/information science courses as cognate or service courses for undergraduate credit on or off campus.

The 56 reporting ALA Schools seem to have provided comparable data for Table II-1 except that Missouri figures exclude 43.5 and North Carolina Central figures exclude 14.67 FTE students in extension/off-campus courses. Five of the 6 reporting Non-ALA Schools provided apparently-complete data for Table II-1. Pittsburgh figures combine library science and information science students, though the two departments are separate in the school.

All schools were asked to indicate that portion of the total FTE enrollment which represents FTE enrollment in off-campus courses. This information is given in Table II-1-c-(7) for ALA Schools and Table II-1-d-(7) for Non-ALA Schools. Of the 28 ALA Schools reporting FTE enrollment off-campus, the range was from 1.17 to 83.00 FTE, the median being 20.33. Three Non-ALA Schools reported off-campus enrollment ranging from 6.6 to 21.00.

Summary Tables II-1-a and II-1-b were skewed, and certain totals in Table II-1-c and Table II-1-d have been omitted because of incomplete data having been furnished. Statistics for students in the master's level program at Syracuse include 38 persons (28.75 FTE) in the IRM program.

Tables II-1-e and II-1-f show enrollment in undergraduate programs for library science majors full-time and part-time by sex. The undergraduate majors reported by Montreal are in the Archives and Records Management program. At Drexel the major is in Information Systems. The Pittsburgh figures are for majors in the B.S. in Information Science Program.

TABLE II-1-a: Summary - ALA Schools - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	N Sch Rptg	Full-Time			Part-Time				Total	
		Men	Women	Total	Men	Women	Total		N	FTE
							N	FTE		
Master's	56	825	2416	3251	1061	4609	5670	2505.04	8921	5756.02
Post-Master's	29	9	25	34	18	120	138	54.43	172	88.43
Doctoral	20	66	94	160	119	219	338	149.20	498	309.20
Other Graduate	47	21	38	59	309	1458	1767	587.12	1826	646.12
Undergraduate	35	162	173	335	530	1484	2014	484.07	2349	819.07

TABLE II-1-b: Summary - Non-ALA Schools - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	N Sch Rptg	Full-Time			Part-Time				Total	
		Men	Women	Total	Men	Women	Total		N	FTE
							N	FTE		
Master's	6	9	43	52	74	324	398	143.36	450	195.36
Post-Master's	3	0	0	0	14	5	19	1.63	19	1.63
Doctoral	0	0	0	0	0	0	0	0.00	0	0.00
Other Graduate	4	1	0	1	10	63	73	25.23	74	26.23
Undergraduate	3	3	47	50	13	113	126	36.35	176	86.35

TABLE II-1-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	MASTER'S										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	7	35	42			10	5.00	10	5.00	52	47.00
Albany	17	53	70	15	7.00	97	40.50	112	47.50	182	117.50
Alberta	16	48	64	2	0.60	14	1.16	16	1.76	80	65.76
Arizona	10	46	56	21	10.00	88	29.60	109	39.60	165	95.60
Atlanta	7	22	29	4	2.00	21	11.67	25	13.67	54	42.67
Brigham Young	12	22	34	17	7.79	38	18.17	55	25.96	89	59.96
Buffalo	14	59	73	18	8.00	80	30.00	98	38.00	171	111.00
Calif.-Berkeley	19	44	63	26	17.00	72	43.25	98	60.25	161	123.25
Calif.-L. A.	29	111	140	7	3.50	22	11.00	29	14.50	169	154.50
Columbia	12	39	51	35	15.50	78	35.25	113	50.75	164	101.75
Dalhousie	7	54	61	2	0.38	5	1.13	7	1.50	68	62.50
Drexel	8	23	31	45	22.00	148	75.00	193	97.00	224	128.00
Emory	2	20	22	6	2.33	32	14.83	38	17.16	60	39.16
Emporia	10	20	30	7	3.11	51	24.00	58	27.11	88	57.11
Florida	12	28	40	14	6.75	63	31.84	77	38.59	117	78.59
Hawaii	5	15	20	14	7.75	43	23.75	57	31.50	77	51.50
Illinois	39	90	129	8	4.67	37	16.67	45	21.34	174	150.34
Indiana	9	50	59	69	30.75	238	106.83	307	137.58	366	196.58
Iowa	17	33	50	6	3.00	27	12.44	33	15.44	83	65.44
Kent State	2	12	14	38	14.13	220	76.66	258	90.79	272	104.79
Kentucky	24	33	57	14	4.62	64	21.12	78	25.74	135	82.74
Long Island	13	45	58	35	19.03	261	132.37	296	151.40	354	209.40
Louisiana	20	46	66	5	1.11	37	10.97	42	12.08	108	78.08
Maryland	22	78	100	39	22.05	165	92.19	204	114.24	304	214.24
McGill	19	102	121	4	1.75	19	4.75	23	6.50	144	127.50
Michigan	5	21	26	46	25.30	170	69.00	216	94.30	242	120.30
Missouri	5	19	24	11	3.60	49	16.40	60	20.00	84	44.00
Montreal	49	111	160	5	1.25	5	1.25	10	2.50	170	162.50
North Carolina	32	82	114	4	2.25	9	5.25	13	7.50	127	121.50
NC Central	5	14	19	4	2.75	62	37.00	66	39.75	85	58.75
NC-Greensboro	7	16	23	8	3.96	80	37.73	88	41.69	111	64.69
Northern Illinois	1	13	14	8	3.00	46	15.13	54	18.13	68	32.13
North Texas State	13	38	51	21	10.67	75	36.89	96	47.56	147	98.56
Oklahoma		8	8	27	10.50	181	64.00	208	74.50	216	82.50
Peabody	4	15	19	2	1.25	21	9.33	23	10.58	42	29.58
Pittsburgh	51	70	121	96	38.40	142	56.80	238	95.20	359	216.20
Pratt	8	22	30	26	17.00	70	47.00	96	64.00	126	94.00
Queens	5	7	12	26	12.75	82	37.50	108	50.25	120	62.25
Rosary	10	29	39	17	8.00	123	55.33	140	63.33	179	102.33
Rutgers	14	51	65	25	14.63	150	81.00	175	95.63	240	160.63

TABLE II-1-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE (cont'd.)

	MASTER'S										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
St. John's	3	16	19	18	8.50	46	21.50	64	30.00	83	49.00
San Jose	13	25	48	22	8,60	91	37.50	113	46.10	161	94.10
Simmons	11	42	53	62	20.66	283	94.33	345	114.99	398	167.99
South Carolina	18	46	64	18	8.80	158	73.60	176	82.40	240	146.40
South Florida	8	14	22	10	4.39	77	34.43	87	38.82	109	60.80
Southern Connecticut	9	39	48	17	7.33	132	60.33	149	67.66	197	115.66
Southern Mississippi	14	22	36	1	0.67	28	11,67	29	12.34	65	48.34
Syracuse	15	22	37	31	18.00	69	31.50	100	49.50	137	86.50
Tennessee	14	31	45	12	5.30	53	26.00	65	31.30	110	76.30
Texas	20	60	80	19	9.67	83	38.83	102	48.50	182	128.50
Texas Woman's	2	34	36	9	4.70	110	48.00	119	52.70	155	88.70
Toronto	33	108	141	15	5.00	43	14.33	58	19.33	199	160.33
Washington	29	91	120	7	3.04	28	12.82	35	15.86	155	135,86
Western Ontario	39	123	162	16	4.00	81	20.25	97	24.25	259	186.25
Wisc.-Madison	28	60	88	6	3.00	55	24.66	61	27.66	149	115.66
Wisc.-Milwaukee	8	39	47	21	7.75	77	26.00	98	33.75	145	80.75

TABLE II-1-c-(2): ALA Schools - Post-Master's Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	POST-MASTER'S										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama						3	1.50	3	1.50	3	1.50
Albany						5	1.50	5	1.50	5	1.50
Buffalo		1	1			3	1.00	3	1.00	4	2.00
Calif.-Berkeley		3	3	1	0.75	6	4.00	7	4.75	10	7.75
Calif.-L. A.		4	4			1	0.50	1	0.50	5	4.50
Columbia	3	3	6	3	0.75	8	2.25	11	3.00	17	9.00
Drexel						6	2.00	6	2.00	6	2.00
Emory				1	0.17	5	1.50	6	1.67	6	1.67
Florida				1	0.67	3	1.09	4	1.76	4	1.76
Hawaii						8	3.00	8	3.00	8	3.00
Illinois	1	5	6	1	0.33	3	1.66	4	1.99	10	7.99
Indiana						5	2.75	5	2.75	5	2.75
Kent State				1	0.80	1	0.13	2	0.93	2	0.93
Long Island						4	2.34	4	2.34	4	2.34
NC-Greensboro						2	0.44	2	0.44	2	0.44
North Texas State				2	1.00	9	3.99	11	4.99	11	4.99
Oklahoma						7	1.30	7	1.30	7	1.30
Pittsburgh	1	2	3	2	0.80	3	1.20	5	2.00	8	5.00
Pratt	2	1	3			1		1		4	3.00
Rosary				1	0.33	3	1.00	4	1.33	4	1.33
Rutgers				1	0.25	1	0.25	2	0.50	2	0.50
St. John's				1	0.25	2	0.50	3	0.75	3	0.75
South Carolina						8	3.00	8	3.00	8	3.00
Southern Connecticut	2	2	4	2	0.67	10	4.67	12	5.34	16	9.34
Syracuse				1	0.75			1	0.75	1	0.75
Texas		2	2							2	2.00
Washington		1	1			1	0.67	1	0.67	2	1.67
Wisc.-Madison						10	4.00	10	4.00	10	4.00
Wisc.-Milwaukee		1	1			2	0.67	2	0.67	3	1.67

TABLE II-1-c-(3): ALA Schools - Doctoral Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	DOCTORAL										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Calif.-Berkeley	6	5	11	4	2.50	7	4.75	11	7.25	22	18.25
Calif.-L. A.	2	8	10	2	1.00	3	1.50	5	2.50	15	12.50
Columbia				10	2.75	32	9.00	42	11.75	42	11.75
Drexel	2	1	3	6	2.00	15	6.00	21	8.00	24	11.00
Florida	2	2	4	6	0.92	11	1.67	17	2.59	21	6.59
Illinois	4	15	19	2	0.67	4	1.33	6	2.00	25	21.00
Indiana	10	8	18	9	3.00	13	4.33	22	7.33	40	25.33
Maryland	1	3	4	2	1.34	8	3.32	10	4.66	14	8.66
Michigan				7	2.80	4	1.60	11	4.40	11	4.40
North Carolina	4	1	5	5	1.50	6	2.25	11	8.75	16	13.75
North Texas State	2	1	3	6	3.34	8	2.98	14	6.32	17	9.32
Pittsburgh	10	9	19	17	6.80	17	6.80	34	13.60	53	32.60
Rutgers	4	4	8	27	18.09	36	24.12	63	42.21	71	50.21
Simmons		1	1	2	0.66	10	3.33	12	3.99	13	4.99
Syracuse	8	7	15	1	0.50	5	1.25	6	1.75	21	16.75
Texas	1	6	7	2	0.66	7	2.65	9	3.31	16	10.31
Texas Woman's	4	5	9	2	1.00	22	9.30	24	10.30	33	19.30
Toronto	1	9	10	1	0.33	2	0.67	3	1.00	13	11.00
Western Ontario	4	2	6	2	0.50	4	1.00	6	1.50	12	7.50
Wisc.-Madison	1	7	8	6	3.33	5	2.66	11	5.99	19	13.99

TABLE II-1-c-(4): ALA Schools - Other Graduate Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	OTHER GRADUATE										
	Full-Time			Part-Time						Total	
	Men	Women	Total	Men N	Men FTE	Women N	Women FTE	Total N	Total FTE	N	FTE
Alabama	4	5	9	3	1.50	34	17.00	37	18.50	46	27.50
Albany	1	6	7	10	2.50	81	22.00	91	24,50	98	31.50
Arizona				13	5.40	79	30.10	92	35.50	92	35.50
Atlanta				4	1.67	5	1.67	9	3.34	9	3.34
Brigham Young				1	0,67			1	0.67	1	0.67
Buffalo						45	12.00	45	12.00	45	12.00
Calif.-L. A,	5	4	9			1	0.50	1	0.50	10	9.50
Columbia				6	1.50	11	3,25	17	4.75	17	4.75
Dalhousie		1	1							1	1.00
Emporia				7	1.44	43	12.22	50	13.66	50	13.66
Florida		1	1	16	4,59	53	22,67	69	27.26	70	28.26
Hawaii				8	2,75	13	4.25	21	7.00	21	7.00
Illinois				2	0.67	5	1.67	7	2.34	7	2.34
Indiana				34	11.25	116	36.50	150	47.75	150	47.75
Iowa				3	1.00	9	3.67	12	4.67	12	4.67
Kent State				3	0.40	4	0.93	7	1.33	7	1.33
Kentucky	1	1	2	9	2,97	38	12.58	47	15.55	49	17.55
Long Island				11	3.63	31	10.23	42	13.86	42	13.86
Louisiana	4	1	5	2	0.22	27	3.00	29	3.22	34	8.22
Maryland		1	1	9	3.65	39	13.89	48	17.54	49	18.54
McGill				3	0.75	4	1.25	7	2.00	7	2.00
Michigan				3	1.20	21	4.50	24	5.70	24	5.70
Montreal				2	0,50	1	0.25	3	0.75	3	0.75
North Carolina				3	0,75	25	6.25	28	7.00	28	7.00
NC Central				7	4.75	24	14.50	31	19.25	31	19.25
NC-Greensboro				1	0.11	18	5.17	19	5.28	19	5.28
Northern Illinois		4	4	10	2.00	64	18.05	74	24.05	78	28.05
North Texas State		1	1	4	1.32	26	9.60	30	10.92	31	11.92
Oklahoma						2	0.40	2	0.40	2	0.40
Peabody				29	7.42	33	8.25	62	15.67	62	15.67
Pittsburgh	1		1	3	1.20	7	2.80	10	4.00	11	5.00
Queens		1	1	8	4.00	23	8.25	31	12.25	32	13.25
Rosary				1	0.33	15	5.00	16	5.33	16	5.33
Rutgers		1	1	8	3.12	122	31.45	130	34.57	131	35.57
St. John's				3	0.75	10	2.50	13	3.25	13	3.25
Simmons				1	0.33	10	3.33	11	3.66	11	3.66
South Carolina				5	1.70	55	18.30	60	20.00	60	20.00
South Florida	1	3	4	16	6.43	151	58.29	167	65.00	171	69.00
Southern Connecticut	1	5	6	13	5.33	48	18.33	61	23.66	67	29.66
Southern Mississippi				2	0.67	24	10.33	26	11.00	26	11.00

TABLE II-1-c-(4): ALA Schools - Other Graduate Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE (cont'd.)

	OTHER GRADUATE										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Syracuse				26	7.00	57	16.00	83	23.00	83	23.00
Texas	2	1	3	7	2.65	26	9.26	33	11.91	36	14.91
Toronto						1	0.33	1	0.33	1	0.33
Washington				2	0.66	11	3.66	13	4.32	13	4.32
Western Ontario				1	0.25	2	0.50	3	0.75	3	0.75
Wisc.-Madison		1	1	8	3.00	32	11.88	40	14.88	41	15.88
Wisc.-Milwaukee	1	1	2	2	0.50	12	3.75	14	4.25	16	6.25

TABLE II-1-c-(5): ALA Schools - Undergraduate Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	UNDERGRADUATE										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama				3	0.50	92	12.00	95	12.50	95	12.50
Albany	2	6	8							8	8.00
Arizona				5	1.60	80	26.60	85	28.20	85	28.20
Brigham Young				76	8.44	80	10.67	156	19.11	156	19.11
Calif.-L. A.				31	7.75	54	13.50	85	21.25	85	21.25
Drexel	64	42	106							106	106.00
Emporia				5	0.93	76	12.60	81	13.53	81	13.53
Florida				4	0.67	23	5.59	27	6.26	27	6.26
Hawaii				3	0.75	4	1.00	7	1.75	7	1.75
Illinois				1	0.33	2	0.67	3	1.00	3	1.00
Indiana				17	1.75	22	2.83	39	4.58	39	4.58
Iowa				4	1.00	17	4.25	21	5.25	21	5.25
Kentucky				4	1.32	99	32.67	103	33.99	103	33.99
Maryland	3	7	10							10	10.00
Michigan				1	0.20	19	3.20	20	3.40	20	3.40
Montreal	16	32	48	38	9.50	81	20.25	119	29.75	167	77.75
North Carolina				5	1.25	88	22.00	93	23.25	93	23.25
NC Central						2	0.50	2	0.50	2	0.50
NC-Greensboro		7	7							7	7.00
Northern Illinois				1	0.25	4	0.95	5	1.20	5	1.20
North Texas State		1	1	4	1.00	8	2.75	12	3.75	13	4.75
Oklahoma				22	3.10	83	15.50	105	18.60	105	18.60
Pittsburgh	74	55	129	8	3.20	18	7.20	26	10.40	155	139.40
Queens						2	0.50	2	0.50	2	0.50
Rosary						2	0.66	2	0.66	2	0.66
South Carolina				1	0.30	10	3.30	11	3.60	11	3.60
Southern Connecticut	3	13	16	85	21.25	144	36.00	229	57.25	245	73.25
Southern Mississippi				9	2.33	39	14.33	48	16.66	48	16.66
Syracuse				96	27.00	80	21.00	176	48.00	176	48.00
Tennessee				20	6.30	65	21.60	85	27.90	85	27.90
Texas				53	13.50	233	59.00	286	72.50	286	72.50
Texas Woman's		10	10			8	4.50	8	4.50	18	14.50
Washington				2	0.50	5	1.25	7	1.75	7	1.75
Wisc.-Madison				13	3.75	16	4.00	29	7.75	29	7.75
Wisc.-Milwaukee				19	1.80	28	2.93	47	4.73	47	4.73

TABLE II-1-c-(6): ALA Schools - Total Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	TOTAL										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	11	40	51	6	2.00	139	35.50	145	37.50	196	88.50
Albany	20	65	85	25	9.50	183	64.00	208	73.50	293	158.50
Alberta	16	48	64	2	0.60	14	1.16	16	1.76	80	65.76
Arizona	10	46	56	39	17.00	247	86.30	286	103.30	342	159.30
Atlanta	7	22	29	8	3.67	26	13.34	34	17.01	63	46.01
Brigham Young	12	22	34	94	16.90	118	28.84	212	45.74	246	79.74
Buffalo	14	60	74	18	8.00	128	43.00	146	51.00	220	125.00
Calif.-Berkeley	25	52	77	31	20.25	85	52.00	116	72.25	193	149.25
Calif.-L. A.	36	127	163	40	12.25	81	27.00	121	39.25	284	202.25
Columbia	15	42	57	54	20.50	129	49.75	183	70.25	240	127.25
Dalhousie	7	55	62	2	0.38	5	1.13	7	1.50	69	63.50
Drexel	74	66	140	51	24.00	169	83.00	220	107.00	360	247.00
Emory	2	20	22	7	2.50	37	16.33	44	18.83	66	40.83
Emporia	10	20	30	19	5.48	170	48.82	189	54.30	219	84.30
Florida	14	31	45	41	13.60	153	62.86	194	76.46	239	121.46
Hawaii	5	15	20	25	11.25	68	32.00	93	43.25	113	63.25
Illinois	44	110	154	14	6.67	51	22.00	65	28.67	219	182.67
Indiana	19	58	77	129	46.75	394	153.24	523	199.99	600	276.99
Iowa	17	33	50	13	5.00	53	20.36	66	25.36	116	75.36
Kent State	2	12	14	42	15.33	225	77.72	267	93.05	281	107.05
Kentucky	25	34	59	27	8.91	201	66.37	228	75.28	287	134.28
Long Island	13	45	58	46	22.66	296	144.94	342	167.60	400	225.60
Louisiana	24	47	71	7	1.33	64	13.97	71	15.30	142	86.30
Maryland	26	89	115	50	27.04	212	109.40	262	136.44	377	251.44
McGill	19	102	121	7	2.50	23	6.00	30	8.50	151	129.50
Michigan	5	21	26	57	29.50	214	78.30	271	107.80	297	133.80
Missouri	5	19	24	11	3.60	49	16.40	60	20.00	84	44.00
Montreal	65	143	208	45	11.25	87	21.75	132	33.00	340	241.00
North Carolina	36	83	119	17	5.75	128	35.75	45	46.50	264	165.50
NC Central	5	14	19	11	7.50	88	52.00	99	59.50	118	78.50
NC-Greensboro	7	23	30	9	4.07	100	43.34	109	47.41	139	77.41
Northern Illinois	1	17	18	19	5.25	114	34.13	133	43.38	151	61.38
North Texas State	15	41	56	37	17.33	126	56.21	163	73.54	219	129.54
Oklahoma		8	8	49	13.60	273	81.20	322	94.80	330	102.80
Peabody	4	15	19	31	8.67	54	17.58	85	26.25	104	45.25
Pittsburgh	137	136	273	126	50.40	187	74.80	313	125.20	586	398.20
Pratt	10	23	33	26	17.00	71	47.00	97	64.00	130	97.00
Queens	5	8	13	34	16.75	107	46.25	141	63.00	154	76.00
Rosary	10	29	39	19	8.66	143	61.99	162	70.65	201	109.65
Rutgers	18	56	74	61	36.09	309	136.82	370	172.91	444	246.91

TABLE II-1-c-(6): ALA Schools - Total Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE (cont'd.)

	TOTAL										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
St. John's	3	16	19	22	9.50	58	24.50	80	34.00	99	53.00
San Jose	13	25	48	22	8.60	91	37.50	113	46.10	161	94.10
Simmons	11	43	54	65	21.65	303	100.99	368	122.64	422	176.64
South Carolina	18	46	64	24	10.80	231	98.20	255	109.00	319	173.00
South Florida	9	17	26	26	11.00	228	86.70	254	103.80	280	67.70
Southern Connecticut	15	59	74	117	34.58	334	119.33	451	153.91	525	227.91
Southern Mississippi	14	22	36	12	3.67	91	36.33	103	40.00	139	76.00
Syracuse	23	29	52	155	53.25	211	69.75	366	123.00	418	175.00
Tennessee	14	31	45	32	11.60	118	47.60	150	59.20	195	104.20
Texas	23	69	92	81	26.48	349	109.74	430	136.22	522	228.22
Texas Woman's	6	49	55	11	5.70	140	61.80	151	67.50	206	122.50
Toronto	34	117	151	16	5.33	46	15.33	62	20.66	213	171.66
Washington	29	92	121	11	4.20	45	18.40	56	22.60	177	143.60
Western Ontario	43	125	168	19	4.75	87	21.75	106	26.50	274	194.50
Wisc.-Madison	29	68	97	33	13.08	118	47.20	151	60.28	248	157.28
Wisc.-Milwaukee	9	41	50	42	10.05	119	33.35	161	43.40	211	93.40

TABLE II-1-c-(7): ALA Schools - Off-Campus Students - Total FTE Enrollment, Fall Term 1986

	Total FTE Off Campus
Alabama	14.00
Albany	10.25
Arizona	22.67
Brigham Young	14.75
Buffalo	6.75
Columbia	1.50
Emporia	14.00
Florida	42.50
Indiana	83.00
Kent State	36.53
Kentucky	16.17
Long Island	65.67
Louisiana	7.33
North Carolina	6.00
NC Central	14.67
Northern Illinois	25.25
Oklahoma	23.00
Pittsburgh	49.00
Pratt	7.00
Rosary	3.66
Rutgers	19.75
South Carolina	4.30
South Florida	39.00
Southern Connecticut	13.00
Southern Mississippi	19.33
Syracuse	3.00
Texas	4.62
Western Ontario	10.50
Wisc.-Milwaukee	1.17

TABLE II-1-d-(1): Non-ALA Schools - Master's Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	MASTER'S										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Bridgewater				38				38		38	
Chicago State		1	1	2	0.60	18	8.30	20	8.90	21	9.90
Kutztown	1	1	2	3	1.33	35	12.67	38	14.00	40	16.00
Rhode Island	6	22	28	11	5.00	94	42.20	105	47.20	133	75.20
Sam Houston				3	0.75	129	36.50	132	37.25	132	37.25
Wayne State	2	19	21	17	10.38	48	25.63	65	36.01	86	57.01

TABLE II-1-d-(2): Non-ALA Schools - Post-Master's Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	POST-MASTER'S										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Bridgewater				14				14		14	
Sam Houston						2	0.50	2	0.50	2	0.50
Wayne State						3	1.13	3	1.13	3	1.13

TABLE II-1-d-(3): Non-ALA Schools - Doctoral Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

No doctoral students reported

TABLE II-1-d-(4): Non-ALA Schools - Other Graduate Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	OTHER GRADUATE										
	Full-Time			Part-Time						Total	
	Men	Women	Total	Men		Women		Total			
				N	FTE	N	FTE	N	FTE	N	FTE
Chicago State				1	0.33	30	10.00	31	10.33	31	10.33
Rhode Island	1		1	5	2.00	25	8.90	30	10.90	31	11.90
Sam Houston						4	1.00	4	1.00	4	1.00
Wayne State				4	1.50	4	1.50	8	3.00	8	3.00

TABLE II-1-d-(5): Non-ALA Schools - Undergraduate Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	UNDERGRADUATE										
	Full-Time			Part-Time						Total	
	Men	Women	Total	Men		Women		Total			
				N	FTE	N	FTE	N	FTE	N	FTE
Chicago State				13	4.30	46	15.30	59	19.60	59	19.60
Kutztown	3	47	50							50	50.00
Sam Houston						67	16.75	67	16.75	67	16.75

TABLE II-1-d-(6): Non-ALA Schools - Total Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	TOTAL										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Bridgewater				52				52		52	
Chicago State		1	1	16	5.23	94	33.60	110	38.83	111	39.83
Kutztown	4	48	52	3	1.33	35	12.67	38	14.00	90	66.00
Rhode Island	7	22	29	16	7.00	119	51.10	135	58.10	164	87.10
Sam Houston				3	0.75	202	54.75	205	55.50	205	55.50
Wayne State	2	19	21	21	11.88	55	28.26	76	40.14	97	61.14

TABLE II-1-d-(7): Non-ALA Schools - Off-Campus Students - Total FTE Enrollment, Fall Term 1986

	Total FTE Off Campus
Chicago State	6.60
Rhode Island	19.50
Sam Houston	21.00

TABLE II-1-e: ALA Schools -
Undergraduate Library Science Majors Enrolled
Full-time and Part-time by Sex, Fall Term 1986

	UNDERGRADUATE MAJOR										
	Full-Time			Part-Time						Total	
	Men	Women	Total	Men		Women		Total			
				N	FTE	N	FTE	N	FTE	N	FTE
Florida				4	0.67	23	5.59	27	6.26	27	6.26
Maryland	3	7	10							10	10.00
Montreal	16	32	48	38	9.50	81	20.25	119	29.75	167	77.75
North Texas State		1	1	3	0.75	8	2.75	11	3.50	12	4.50
Pittsburgh	74	55	129	8	3.20	18	7.20	26	10.40	155	139.40
Rosary						2	0.66	2	0.66	2	0.66
Southern Connecticut	3	13	16	1	0.33	2	1.33	3	1.66	19	17.67
Southern Mississippi				5	1.65	22	9.75	27	11.40	27	11.40
Texas Woman's		10	10			8	4.50	8	4.50	18	14.50

TABLE II-1-f: Non-ALA Schools-
Undergraduate Library Science Majors Enrolled
Full-time and Part-time by Sex, Fall Term 1986

	UNDERGRADUATE MAJOR										
	Full-Time			Part-Time						Total	
	Men	Women	Total	Men		Women		Total			
				N	FTE	N	FTE	N	FTE	N	FTE
Kutztown	3	47	50	3	1.33	35	12.67	38	14.00	88	64.00

Table II-2: Number of Classes by Number of Students Enrolled

Schools were asked to indicate the number of classes or sections of classes by number of students enrolled. Class sizes were divided into 11 categories. Fifty-five of the 56 responding ALA Schools and 5 Non-ALA Schools supplied all or part of the data requested for Tables II-2-a and II-2-b.

Schools were requested not to include individual study programs in the category 1-5, but to indicate the number of students enrolled in such programs. Fifty-two ALA Schools reported a total of 1,030 students in individual study programs. Three Non-ALA schools reported 30 students engaged in individual study.

Fifteen schools reported 42 classes or sections of classes in the category over 50. They included core or required courses (12 schools), a television course (1 school), and children's literature (2 schools).

TABLE II-2-a: ALA Schools-
Number of Classes or Sections of Classes by
Number of Students Enrolled, Fall Term 1986

	NUMBER OF STUDENTS										
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Alabama	10	4	3	4	1	1		1			
Albany	4	7	5	6	3	4	4	2		1	
Alberta	2	3	1	1	1	1	4				
Arizona			1	4	3	1	1	4	4	1	
Atlanta	5	4	1		2		1				
Brigham Young	4	4	3	1							
Buffalo	1		3	4	4	3	3	1			
Calif.-Berkeley	3	4	2	9	11	5	3		1		1
Calif.-L. A.	5	7	7	5	5	3	3				1
Columbia	4	5	3	4	5	3		3			
Dalhousie			1	2	1	3	4				
Drexel		2	8	7	4	2					
Emory		3	2	3	3						
Emporia	3	4	7	3	2	2	1	2	1		
Florida	26	8	3	5	8	4					
Hawaii	2	4	10	3	2						
Illinois	3	5	1	2	2	1	4	3			2
Indiana		11	12	9	4	8	4	3			
Iowa	6	8	2	1	1	2	2				
Kent State	3	3	5	5	8	4			1		
Kentucky		2	8	4	2	4	4				
Long Island	2	13	11	10	3	4					
Louisiana	1	4	3	5	2	2					
Maryland	3	5	8	7	5	3	3	1	2		
McGill		1	4	3	1	2				2	4
Michigan	1	1	3	4	5	2	1	2	1		7
Missouri	3	8	2	3	1						
Montreal		6	3	2	2	1		1	1		5
North Carolina	5	6	4		5		2		1		2
NC Central	11	7	3			2					
NC-Greensboro		9	1	2	2	2					
Northern Illinois	4	4	5	3	3						
North Texas State	3	4	8	3	2	2	1	1	1		
Oklahoma	3	4	5	2	2	4	3				
Peabody	1	3	4	3	2	1					
Pittsburgh	9	15	4	11	15	4	1	3	1	2	7
Pratt	1	3	5	2	4	2					
Queens	1	3	6	5	2	2					
Rosary	4	8	5	3	2		2	1			
Rutgers	1	8	12	8	9	7	4	1			1
St. John's	4	9	2	3	2						
San Jose	2	7	2	4	5	4	4	1			

TABLE II-2-a: ALA Schools - Number of Classes or Sections of Classes by Number of Students Enrolled, Fall Term 1986 (cont'd.)

	NUMBER OF STUDENTS										
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
South Carolina	4	4	5	3		2	2	1		1	2
South Florida		6	6	5	5	2		5		2	2
Southern Connecticut		1	3	6	2	4	3				
Southern Mississippi	2	10	2	4	2	1					
Syracuse	1	11	9	5	9	2					
Tennessee	6	3	3	4	4	1	2				
Texas	2	8	7	4	3		2	1	1		2
Texas Woman's	1	5	5	4	3	1	1	1			
Toronto		7	4	11	5	5	2	2			
Washington		1	2	2	2	2	1			1	3
Western Ontario		1	4	4	1	4	11	3	1		1
Wisc.-Madison	4	3	5	6		1	1	1		1	3
Wisc.-Milwaukee	2	5	8	2	3	3	4				

TABLE II-2-b: Non-ALA Schools - Number of Classes or Sections of Classes by Number of Students Enrolled, Fall Term 1986

	NUMBER OF STUDENTS										
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Chicago State	2	2	2	3							
Kutztown	1	3	3	2	1						
Rhode Island	2	7	4	5	2						
Sam Houston	3	1	7	3							
Wayne State	4	4	3	2	2						

Tables II-3: Degrees and Certificates Awarded by Sex and Ethnic Origin

The schools were requested to give the number of degrees and certificates awarded in 1985-86, including those in summer session, by sex and ethnic origin, to United States and Canadian citizens, permanent residents or landed immigrants, and foreign students. The five categories for defining ethnic origin were those of the U.S. Department of Labor: American Indian or Alaskan Native (AI), Asian or Pacific Islander (AP), Black (B), Hispanic (H), and White (W). Foreign (F) students were defined as all students who are not citizens, permanent residents, or landed immigrants. Canadian schools were not asked to supply data on ethnic background.

Fifty-five ALA Schools provided information for Table II-3. Simmons reported degrees and certificates awarded in January, May, and October 1986. Southern Connecticut did not include in its report 9 M.S. degrees in instructional technology. The Syracuse figures include 55 M.L.S. and 14 I.R.M. degrees. Rosary reported degrees and certificates awarded in summer and fall 1985 and spring 1986. Table II-3-a is a summary for ALA Schools.

All 6 responding Non-ALA Schools provided data for one or more sections of Table II-3. Table II-3-b is a summary for Non-ALA Schools.

TABLE II-3-a: Summary - ALA Schools -
Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	N Sch Rptg	MALE								FEMALE								TOTAL*
		AI	AP	B	H	W	NA	F	Total*	AI	AP	B	H	W	NA	F	Total*	
BACHELOR'S	5	0	0	6	0	41	0	2	76	0	0	2	1	39	0	1	141	217
MASTER'S	55	0	14	25	11	332	27	44	760	7	51	96	22	2074	124	116	2836	3596
POST-MASTER'S	21	0	0	0	0	18	0	4	22	0	0	1	1	38	5	8	53	75
DOCTORAL	17	0	0	1	1	13	0	6	22	1	1	1	1	24	1	4	34	56

* Includes students not identified by ethnic origin.

TABLE II-3-b: Summary - Non-ALA Schools -
Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	N Sch Rptg	MALE								FEMALE								TOTAL*
		AI	AP	B	H	W	NA	F	Total*	AI	AP	B	H	W	NA	F	Total*	
BACHELOR'S	1	0	0	0	0	1	0	0	1	0	0	0	0	9	0	0	9	10
MASTER'S	6	0	0	0	0	16	0	1	17	0	3	12	12	131	0	1	159	176
POST-MASTER'S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DOCTORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Includes students not identified by ethnic origin.

TABLE II-3-c-(1): ALA Schools - Bachelor's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	BACHELOR'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Montreal								27								78	105
North Texas State													1			1	1
Pittsburgh			6		38		2	46			2		41			43	89
Southern Mississippi					3			3					7			7	10
Texas Woman's												1	10		1	12	12

TABLE II-3-c-(2): ALA Schools - Master's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	MASTER'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Alabama					7			7		1		1	27			29	36
Albany					15		4	19		1	1		60		6	68	87
Alberta								9								22	31
Arizona								15								67	82
Atlanta			4		1		1	6		1	9		3		4	17	23
Brigham Young		4			7			11		3			24			27	38
Buffalo					12		2	14			3	1	38		6	48	62
Calif.-Berkeley					17			17	1	2	3	2	2	48	2	60	77
Calif.-L. A.		1	2		12		2	17		1	1	1	30		5	38	55
Columbia					18		2	20		1			44		4	49	69
Dalhousie			1		8			9			2		20			22	31
Drexel				1	19			20			3		59			62	82
Emory					8		1	9			2		25		2	29	38
Emporia		1			1			2					20			20	22
Florida			1		2		1	4			5	2	53		1	61	65
Hawaii		2	1		6		3	12	3	11	1		16		7	38	50
Illinois				1	16		1	18		1	2		65		5	73	91
Indiana					37			37			5	1	117			123	160
Iowa					12			12					23		2	25	37
Kent State			1		14		1	16		2	5		85		1	93	109
Kentucky			1		6			7	1		1		43			45	52
Long Island			2		6			8			1		70			71	79
Louisiana					19			19			4	1	28		2	35	54
Maryland			1			27	1	29			5			76	6	87	116
McGill								13								42	55
Michigan			2	1	11			14		2	2	2	65		8	79	93
Missouri			1		9			10		4	5	1	36			46	56
Montreal								20								40	60
North Carolina					10			10			2		46		2	50	60
NC Central			1		3			4		1	5		7			13	17
NC-Greensboro			1		5			6		1	4		29			34	40
Northern Illinois					2			2		2			26			28	30
North Texas State					10		2	12		4	1		56		2	63	75
Oklahoma					1			1	1				25			26	27
Peabody					7		1	8			2		27		1	30	38
Pittsburgh			4		57		6	67			2		88		7	97	164
Pratt			1	1	6		2	10		1	1	3	25		3	33	43
Queens				2	10			12		1	2	1	41		2	47	59
Rosary		1			4			5				1	54		1	56	61
Rutgers		2		2	14			18		4	3		56			63	81

TABLE II-3-c-(2): ALA Schools - Master's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin (cont'd.)

	MASTER'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
St. John's			1		4			5		2	3		9			14	19
Simmons		1		1	24		3	29			2		124		9	135	164
South Carolina					7			7			3		52			55	62
South Florida				1	8			9				3	44			47	56
Southern Connecticut					13			13					72			72	85
Southern Mississippi		1			3		1	5		1			34		1	36	41
Syracuse					12		6	18	1				43		7	51	69
Tennessee					7			7		1	1		20			22	29
Texas					18			18			1	2	54		6	63	81
Texas Woman's					2			2		1			39		2	42	44
Toronto								16								75	91
Washington		1			20		2	23		2	1		48		1	52	75
Western Ontario								34								100	134
Wisc.-Madison					14		2	16					57		6	63	79
Wisc.-Milwaukee				1	8			9			3		45		5	53	62

TABLE II-3-c-(3): ALA Schools - Post-Master's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	POST-MASTER'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Alabama													3			3	3
Albany												1				1	1
Buffalo					2			2									2
Calif.-Berkeley					1			1						4	1	5	6
Calif.-L. A.														1		1	1
Columbia					2			2					13		3	16	18
Emory													2			2	2
Florida					1			1					2			2	3
Illinois													2		1	3	3
Indiana					2			2			1		1			2	4
Kent State															1	1	1
North Texas State													2			2	2
Oklahoma													2			2	2
Peabody							1	1					1			1	2
Pittsburgh					4		2	6					2		1	3	9
Pratt							1	1					1			1	2
Rutgers													1		1	2	2
South Carolina					2			2					2			2	4
Southern Connecticut					2			2					3			3	5
Syracuse					1			1									1
Wisc.-Madison					1			1					1			1	2

TABLE II-3-c-(4): ALA Schools - Doctoral Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	DOCTORAL																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Calif.-Berkeley					1			1						1	1	2	3
Calif.-L. A.					1			1									1
Columbia					1			1					1			1	2
Drexel					1			1									1
Florida													3			3	3
Illinois													1			1	1
Indiana					1			1					3		2	5	6
Michigan							1	1					1			1	2
North Carolina											1		1			2	2
North Texas State													1			1	1
Pittsburgh			1		2		4	7					4		1	5	12
Rutgers					3			3		1			1			2	5
Simmons					1			1					2			2	3
Syracuse					2			2					1			1	3
Texas Woman's				1				1	1			1	5			7	8
Western Ontario								1								1	2
Wisc.-Madison							1	1									1

TABLE II-3-c-(5): ALA Schools - Total All Levels - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	TOTAL																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Alabama					7			7		1		1	30			32	39
Albany					15		4	19		1	1	1	60		6	69	88
Alberta								9								22	31
Arizona								15								67	82
Atlanta			4		1		1	6		1	9		3		4	17	23
Brigham Young		4			7			11		3			24			27	38
Buffalo					14		2	16			3	1	38		6	48	64
Calif.-Berkeley					19			19	1	2	3	2	2	53	4	67	86
Calif.-L. A.		1	2		13		2	18		1	1	1	30	1	5	39	57
Columbia					21		2	23		1			58		7	66	89
Dalhousie			1		8			9			2		20			22	31
Drexel				1	20			21			3		59			62	83
Emory					8		1	9			2		27		2	31	40
Emporia		1			1			2					20			20	22
Florida			1		3		1	5			5	2	58		1	66	71
Hawaii		2	1		6		3	12	3	11	1		16		7	38	50
Illinois				1	16		1	18		1	2		68		6	77	95
Indiana					40			40			6	1	121		2	130	170
Iowa					12			12					23		2	25	37
Kent State			1		14		1	16		2	5		85		2	94	110
Kentucky			1		6			7	1		1		43			45	52
Long Island			2		6			8			1		70			71	79
Louisiana					19			19			4	1	28		2	35	54
Maryland			1			27	1	29			5			76	6	87	116
McGill								13								42	55
Michigan			2	1	11		1	15		2	2	2	66		8	80	95
Missouri			1		9			10		4	5	1	36			46	56
Montreal								47								118	165
North Carolina					10			10			3		47		2	52	62
NC Central			1		3			4		1	5		7			13	17
NC-Greensboro			1		5			6		1	4		29			34	40
Northern Illinois					2			2		2			26			28	30
North Texas State					10		2	12		4	1		60		2	67	79
Oklahoma					1			1	1				27			28	29
Peabody					7		2	9			2		28		1	31	40
Pittsburgh			11		101		14	126			4		135		9	148	274
Pratt			1	1	6		3	11		1	1	3	26		3	34	45
Queens				2	10			12		1	2	1	41		2	47	59
Rosary		1			4			5				1	54		1	56	61
Rutgers		2		2	17			21		5	3		58		1	67	88

TABLE II-3-c-(5): ALA Schools - Total All Levels - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin (cont'd.)

	TOTAL																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
St. John's			1		4			5		2	3		9			14	19
Simmons		1		1	25		3	30			2		126		9	137	167
South Carolina					9			9			3		54			57	66
South Florida				1	8			9				3	44			47	56
Southern Connecticut					15			15					75			75	90
Southern Mississippi		1			6		1	8		1			41		1	43	51
Syracuse					15		6	21	1				44		7	52	73
Tennessee					7			7		1	1		20			22	29
Texas					18			18			1	2	54		6	63	81
Texas Woman's				1	2			3	1	1		2	54		3	61	64
Toronto								16								75	91
Washington		1			20		2	23		2	1		48		1	52	75
Western Ontario								35								101	136
Wisc.-Madison					15		3	18					58		6	64	82
Wisc.-Milwaukee				1	8			9			3		45		5	53	62

TABLE II-3-d-(1): Non-ALA Schools - Bachelor's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	BACHELOR'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Kutztown					1			1					9			9	10

TABLE II-3-d-(2): Non-ALA Schools - Master's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	MASTER'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Bridgewater							1	1					3			3	4
Chicago State					1			1			7	4				11	12
Kutztown					1			1					13			13	14
Rhode Island					9			9		3			57			60	69
Sam Houston					1			1			1	8	32			41	42
Wayne State					4			4			4		26		1	31	35

TABLE II-3-d-(3): Non-ALA Schools - Post-Master's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

No post-master's or doctoral degrees or certificates reported

TABLE II-3-d-(4): Non-ALA Schools - Total All Levels - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	TOTAL																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Bridgewater							1	1					3			3	4
Chicago State					1			1			7	4				11	12
Kutztown					2			2					22			22	24
Rhode Island					9			9		3			57			60	69
Sam Houston					1			1			1	8	32			41	42
Wayne State					4			4			4		26		1	31	35

Table II-4: Enrollment, Fall Term 1986, by Sex and Ethnic Origin

Tables II-4-a, II-4-b, II-4-c, and II-4-d provide a profile of students by sex and ethnic origin. The definitions of the degrees for which the students were working were based on the definitions used in the COA Annual Report for Continuing Review (see Table II-1, above). The definitions of the categories used in the breakdown by ethnic origin are those developed by the U.S. Department of Labor (see Table II-3, above). Canadian schools were not asked to supply the ethnic breakdown.

Of 56 responding ALA Schools, 54 supplied information. Table II-4-c reflects responses by these schools. Table II-4-d displays information from the responding Non-ALA Schools.

Data from Table II-4 should be used with caution. While the ALISE questionnaire asked that figures be based on number of citizens and permanent residents enrolled, several schools included foreign students in their figures for the table. Schools which seem to have done so include Alabama, Delhousie, Drexel, Emporia, Florida State, Idniana, Loiusiana, Missouri, North Carolina, North Carolina-Greensboro, Northern Illinois, Oklahoma, Queens, St. Johns, Simmons, South Carolina, Southern Connecticut, and Tennessee. Two schools, North Carolina Central and Wisconsin-Milwaukee, included "Other Graduate Students" from Table II-1 with their master's total in Table II-4.

TABLE II-4-a: Summary - ALA Schools - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	N Sch Rptg	MALE							FEMALE						
		AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
MASTER'S	54	2	27	65	20	1366	9	1756	18	111	246	60	5148	13	6614
POST-MASTER'S	27	0	1	3	1	26	1	32	0	12	9	4	230	7	262
DOCTORAL	20	2	2	4	1	96	0	111	0	5	14	4	193	0	221

TABLE II-4-b: Summary - Non-ALA Schools - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	N Sch Rptg	MALE							FEMALE						
		AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
MASTER'S	4	0	0	2	1	35	3	41	0	2	15	0	196	22	235
POST-MASTER'S	1	0	0	0	0	0	0	0	0	0	0	0	3	0	3
DOCTORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE II-4-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Alabama					7		7		2	3		40		45
Albany					28		28			3		138		141
Alberta							17							61
Arizona							28							128
Atlanta		1	9				10			36		6		42
Brigham Young		1			27		28		1		1	56		58
Buffalo			2		26		28			2	2	120		124
Calif.-Berkeley	1			2	40		43	1	5	1	1	101		109
Calif.-L. A.		2	3		36		41	1	7	1	9	105		123
Columbia	1				44		45	2		6		103		111
Dalhousie							9							59
Drexel		2	1		50		53		3	3		165		171
Emory					8		8					51		51
Emporia		3			14		17		4			67		71
Florida				1	14		25		1	7	4	80		92
Hawaii			1		12		13	5	16	2		26		49
Illinois			1	1	33		35		2	3	1	115		121
Indiana					78		78			3	2	283		288
Iowa					23		23			1		57		58
Kent State					39		39		1	3	1	222		227
Kentucky			1		36		37	1		2		94		97
Long Island			3		41		44		2	5		297		304
Louisiana		1			19		20			3	1	78		82
Maryland		3	4		51		58		5	9		207		221
McGill							22							115
Michigan		1	3	1	42		47		5	2	4	191		202
Missouri					16		16		5	3	1	54	5	68
Montreal							54							116
North Carolina		2	1		34		37		5	3		82		90
NC Central		2	5		9		16	4		39		57		100
NC-Greensboro		1	1		13		15	1	2	9		84		96
Northern Illinois					9		9		5	3		51		59
North Texas State			1		32		33			2	2	101		105
Oklahoma							27							189
Peabody					6		6			1		35		36
Pittsburgh			9		127		136			8		183		191
Pratt		1	5	2	22		30		6	20	1	64		91
Queens		3	3	2	23		31		5	6	7	71		89
Rosary					25		25			1		148		149
Rutgers		1	3	2	56		62		4	8		149	1	162

TABLE II-4-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only) (cont'd.)

	MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
St. John's		1	1	1	18		21		6	4	5	47		62
Simmons		1	2		70		73		5	3	4	313		325
South Carolina		1	2		33		36			17	1	186		204
Southern Connecticut			1		23	2	26		4	2		161	4	171
Southern Mississippi					12		12			3		44		47
Syracuse			1		13		14					63		63
Tennessee					26		26		4	6		74		84
Texas				7	32		39		4	2	6	116		128
Texas Woman's					11		11			7	6	130		143
Toronto							48							149
Washington					33		33	1	1			110		112
Western Ontario							52							201
Wisc.-Madison					33		33			1		104		105
Wisc.-Milwaukee			2	1	22	7	32	2	1	3	1	119	3	129

TABLE II-4-c-(2): ALA Schools - Post-Master's Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	POST-MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Alabama												3		3
Albany									1					1
Buffalo												4		4
Calif.-Berkeley					1		1					9		9
Calif.-L. A.			1				1		1			1		2
Columbia					6		6			1		9		10
Drexel									1	1		4		6
Emory					1		1					5		5
Florida				1			1			2		1		3
Hawaii									2			5		7
Illinois					1		1		1			3		4
Indiana											1	4		5
Kent State												1		1
Long Island												4		4
NC-Greensboro												2		2
North Texas State					2		2			1		8		9
Oklahoma													7	7
Pittsburgh					3		3					5		5
Pratt			1				1				1	1		2
Rosary					1		1					3		3
Rutgers		1	1		7		9		5	1		128		134
St. John's					1		1			1		1		2
South Carolina											1	7		8
Southern Connecticut					3	1	4			1	1	10		12
Washington												2		2
Wisc.-Madison										1		8		9
Wisc.-Milwaukee									1			2		3

TABLE II-4-c-(3): ALA Schools - Doctoral Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	DOCTORAL													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Calif.-Berkeley					8		8					8		8
Calif.-L. A.					3		3					7		7
Columbia					10		10				1	28		29
Drexel		1			7		8		2			14		16
Florida	2				6		8			2	2	9		13
Illinois					3		3			1		14		15
Indiana			2		12		14					16		16
Maryland					2		2					7		7
Michigan					4		4			1		3		4
North Carolina					9		9			1		6		7
North Texas State					6		6			1		8		9
Pittsburgh			1		12		13			4		19		23
Rutgers		1					1		1					1
Simmons			1		1		2			1		10		11
Syracuse					4		4					10		10
Texas					2		2			1		5		6
Texas Woman's				1	3		4			2	1	20		23
Toronto							2							9
Western Ontario							4							6
Wisc.-Madison					4		4		2			9		1

TABLE II-4-d-(1): Non-ALA Schools - Master's Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Chicago State				1	1		2		1	9		9		19
Kutztown					4		4		1			35		36
Rhode Island					14	3	17			1		100	15	116
Wayne State			2		16		18			5		52	7	64

TABLE II-4-d-(2): Non-ALA Schools - Post-Master's Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	POST-MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Wayne State												3		3

TABLE II-4-d-(3): Non-ALA Schools - Doctoral Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

No doctoral students reported

Table II-5: Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1986, Including Foreign Students

In giving their in-state/province and out-of-state/province enrollment, 49 of the 56 responding ALA Schools reported a total in-state/province enrollment of 6,450 and a total out-of-state/province enrollment of 1,739 for a total of 8,189 students. Following is a summary by level of program.

	No. of Schools Reporting	In-State/ Province	Out-of-State/ Province
MASTER'S	49	5977	1551
POST-MASTER'S	24	243	36
DOCTORAL	16	230	152

Five Non-ALA Schools reported 249 in-state and 88 out-of-state students, for a total of 337. Following is a summary by level of program.

	No. of Schools Reporting	In-State/ Province	Out-of-State/ Province
MASTER'S	5	231	87
POST-MASTER'S	3	18	1
DOCTORAL	0	0	0

The breakdown by school is shown in Tables II-5-a and II-5-b, which follow. Two schools, North Carolina Central and Wisconsin-Milwaukee, have included "Other Graduate Students" in their figures for Tables II-5-a.

TABLE II-5-a: ALA Schools- Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1986, including Foreign Students

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province
Alabama	30	22	3				33	22
Albany	145	37	5				150	37
Alberta	62	18					62	18
Arizona	142	23					142	23
Atlanta	31	23					31	23
Brigham Young	56	33					56	33
Buffalo	146	25	4				150	25
Calif.-Berkeley	139	22	8	2	16	6	163	30
Calif.-L. A.	167	12	3	2	8	7	178	21
Columbia	104	60	9	8	22	20	135	88
Dalhousie	47	21					47	21
Emory	35	25	5	1			40	26
Emporia	79	9					79	9
Florida	116	1		4	19	2	135	7
Hawaii	49	28	7	1			56	29
Illinois	99	75	3	7	8	17	110	99
Indiana	225	141	3	2	19	21	247	164
Iowa	67	16					67	16
Kent State	263	9					263	9
Kentucky	84	51					84	51
Long Island	328	26	4				332	26
Louisiana	77	31					77	31
Maryland	244	60			9	5	253	65
McGill	137	7					137	7
Michigan	60	197			7	4	67	201
Missouri	65	19					65	19
Montreal	163	7					163	7
North Carolina	72	55			12	4	84	59
NC Central	111	5					111	5
NC-Greensboro	105	6	2				107	6
Northern Illinois	62	6					62	6
North Texas State	127	20	11		12		150	20
Peabody	31	11					31	11
Pratt	109	17	4				113	17
Queens	107	13					107	13
Rosary	168	11	4				172	11
Rutgers	203	37	128	6	52	19	383	62
St. John's	82	2	2				84	2

TABLE II-5-a: ALA Schools -
Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1986, including Foreign Students (cont'd.)

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province
Simmons	317	81			7	6	324	87
South Carolina	196	44	8				204	44
Southern Connecticut	182	14	15	1			197	15
Southern Mississippi	34	31					34	31
Tennessee	72	38					72	38
Texas	147	35		2	6	10	153	47
Texas Woman's	145	10			18	15	163	25
Toronto	181	18			7	6	188	24
Washington	111	44	2				113	44
Wisc.-Madison	110	39	10		8	10	128	49
Wisc.-Milwaukee	145	16	3				148	16

TABLE II-5-b: Non-ALA Schools -
Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1986, including Foreign Students

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province
Bridgewater	38		14				52	
Chicago State	20	1					20	1
Kutztown	39	1					39	1
Rhode Island	54	79					54	79
Sam Houston			1	1			1	1
Wayne State	80	6	3				83	6

Table II-6: Foreign Students Enrolled, Fall Term 1986

Fifty-four ALA Schools reported a total of 618 foreign students enrolled at one or more levels, distributed as shown in Table II-6-a.

Four Non-ALA Schools reported a total of 7 foreign students distributed as shown in Table II-6-b.

The listing by schools is shown in Tables II-6-c (ALA Schools) and II-6-d (Non-ALA Schools). Of the ALA Schools, 35 had 1-10 foreign students, 10 had 11-20, and 9 had more than 20. The 9 schools reporting more than 20 foreign students were California-Los Angeles, Illinois, Indiana, Maryland, Pittsburgh, Rutgers, Simmons, Syracuse, and Texas.

TABLE II-6-a: Summary - ALA Schools- Foreign Students Enrolled, Fall Term 1986, by Program Level and Sex

	No. of Schools Reporting	Male	Female	Total
MASTER'S	54	145	340	485
POST-MASTER'S	11	4	15	19
DOCTORAL	21	58	56	114
TOTAL		207	411	618

TABLE II-6-b: Summary - Non-ALA Schools - Foreign Students Enrolled, Fall Term 1986, by Program Level and Sex

	No. of Schools Reporting	Male	Female	Total
MASTER'S	3	1	5	6
POST-MASTER'S	1	0	1	1
DOCTORAL	0	0	0	0
TOTAL		1	6	7

TABLE II-6-c: ALA Schools - Number of Foreign Students Enrolled, Fall Term 1986, by Program Level and Sex

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Alabama		3						3	3
Albany	4	9					4	9	13
Alberta	1	1					1	1	2
Arizona	3	6					3	6	9
Atlanta	1	1					1	1	2
Brigham Young	1	2					1	2	3
Buffalo	4	15					4	15	19
Calif.-Berkeley	3	6			1	4	4	10	14
Calif.-L. A.	1	14	—	2	1	4	2	20	22
Columbia	2	6		1		3	2	10	12
Dalhousie	2	2					2	2	4
Drexel	1	1			3	4	4	5	9
Emory		1						1	1
Emporia	4	3					4	3	7
Florida		3			2	1	2	4	6
Hawaii	6	8		1			6	9	15
Illinois	8	10	1	4	3	4	12	18	30
Indiana	11	19		2	5	5	16	26	42
Iowa		2						2	2
Kent State	1	5	1				2	5	7
Kentucky		1						1	1
Long Island	2	4					2	4	6
Louisiana	1	2					1	2	3
Maryland	3	22			1	4	4	26	30
McGill	1	6					1	6	7
Michigan	1	7			3	1	4	8	12
Missouri		5						5	5
Montreal	6	1					6	1	7
North Carolina	3	5					3	5	8
NC Central	2						2		2
NC-Greensboro	1	3					1	3	4
Northern Illinois		5						5	5
North Texas State	1	8			2		3	8	11
Oklahoma	1	3					1	3	4
Pittsburgh	11	21		1	14	3	25	25	50
Pratt	3	2	1				4	2	6
Queens	2	9					2	9	11
Rosary	2	3					2	3	5
Rutgers	3	13			5	1	8	14	22
St. John's		6						6	6

TABLE II-6-c: ALA Schools -
Number of Foreign Students Enrolled, Fall
Term 1986, by Program Level and Sex (cont'd.)

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Simmons	10	17				1	10	18	28
South Carolina		4						4	4
South Florida	1	3			1	3	2	6	8
Southern Connecticut	1	6					1	6	7
Southern Mississippi	3	3			3	3	6	6	12
Syracuse	22	18	1	1	5	2	28	21	49
Tennessee		4						4	4
Texas		15		2	1	7	1	24	25
Texas Woman's		1			2	4	2	5	7
Toronto		2				2		4	4
Washington	3	7					3	7	10
Western Ontario	3	3			2		5	3	8
Wisc.-Madison		10		1	4		4	11	15
Wisc.-Milwaukee	6	4					6	4	10

TABLE II-6-d: Non-ALA Schools - Number of Foreign Students Enrolled, Fall Term 1986, by Program Level and Sex

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Chicago State		1						1	1
Kutztown		1						1	1
Sam Houston				1				1	1
Wayne State	1	3					1	3	4

Table II-7: Foreign Students Enrolled, Fall 1986, by Countries of Origin and Program Level

Fifty-four ALA Schools furnished the number of foreign students enrolled in Fall Term 1986 by country of origin (according to visas) and program level (Master's, Post-Master's, Doctoral). Four Non-ALA Schools provided information.

Table II-7 lists the countries from which the students came and the number of students reported for each country. In ALA Schools, the largest number came from Taiwan (126), China (77), and Korea (53). Of the Non-ALA Schools, Chicago State, Kutztown, and Sam Houston each reported one student, while Wayne State reported four.

TABLE II-7: Number of Foreign Students Enrolled in ALA and Non-ALA Schools, Fall Term 1986, by Countries of Origin (According to Visas) and Program Level

	MASTER'S			POST-MASTER'S			DOCTORAL			TOTAL
	ALA		Non-ALA	ALA		Non-ALA	ALA		Non-ALA	
	U.S.	Can.		U.S.	Can.		U.S.	Can.		
Algeria	1						1			2
Australia	4						1			5
Bahrain		2								2
Bangladesh	2									2
Barbados	2									2
Brazil	4						3			7
Brunei	1									1
Burundi		1								1
Cameroon	2	1					1			4
Canada	8		1				1			10
China	59	1	2	3			12			77
Colombia	2									2
Costa Rica	1						1			2
Cuba	2									2
Dominican Republic	2			1						3
Ecuador	1									1
Egypt	2						2			4
El Salvador	1									1
England	3	1					4			8
Ethiopia	3						1			4
Finland		1								1
France	3									3
Germany	3									3
Ghana	2						1			3
Greece	4									4
Grenada	1									1
Guyana	1									1
Haiti	1	2								3
Hong Kong	18	1					1			20
Hungary	1			1			1			3
Iceland	1									1
India	20						2			22
Indonesia	10						2			12
Iran	7						3			10
Ireland							2			2
Israel	2									2
Italy	2	1								3
Jamaica	3									3
Japan	16			1						17
Jordan	1									1

TABLE II-7: Number of Foreign Students Enrolled in ALA and Non-ALA Schools, Fall Term 1986, by Countries of Origin (According to Visas) and Program Level (cont'd.)

	MASTER'S			POST-MASTER'S			DOCTORAL			TOTAL
	ALA		Non-ALA	ALA		Non-ALA	ALA		Non-ALA	
	U.S.	Can.		U.S.	Can.		U.S.	Can.		
Kenya	1						2			3
Korea	38		2	2			11			53
Kuwait	6						1			7
Lebanon	2			1			3			6
Malaysia	25						3			28
Mexico	2			1			2			5
Morocco	1	1					1			3
Nambia	1									1
Netherlands	2									2
New Guinea	2									2
Nigeria	2			1			5			8
Norway							1			1
Oman	1									1
Pakistan	4									4
Palestine							1			1
Philippines	2		1	1			1			5
Poland	1			1						2
Romania	2									2
Saudi Arabia	15						14			29
Scotland	1									1
Singapore	2									2
South Africa	7					1				8
Spain							1			1
Sri Lanka	3	1								4
Sweden							1			1
Taiwan	114			4			8			126
Tanzania	2	1					1			4
Thailand	10						3			13
Trinidad	1			1			1			3
Tunisia		2					1			3
Turkey	1									1
United Kingdom	2									2
United States		3								3
West Bank	1						1			2
West Indies	1									1
Yemen	1									1
Yugoslavia	1						2			3
Zambia	2			1			2			5
Zimbabwe	5	1								6

Table II-8: Students Enrolled by Age and Sex

Forty-seven ALA Schools supplied usable data for Table II-8-a, which summarizes responses to the request for information on number of students by age (as of January 1, 1987) and sex, who were enrolled in the preceding fall term. Only two Non-ALA Schools provided usable data for Table II-8-b.

TABLE II-8-a: Summary - ALA Schools - Students Enrolled in Fall Term 1986 by Age (as of January 1, 1987) and Sex

MALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	142	449	389	275	134	61	27	18	19	1514
Post-Master's	1	4	10	4	2	0	0	0	1	22
Doctoral	0	15	26	36	16	12	2	3	1	111

FEMALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	663	1401	1154	1071	794	403	217	105	48	5856
Post-Master's	2	18	26	32	24	10	2	1	6	121
Doctoral	10	29	59	85	66	28	14	7	1	299

TABLE II-8-b: Summary - Non-ALA Schools - Students Enrolled in Fall Term 1986 by Age (as of January 1, 1987) and Sex

MALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	2	5	7	1	2	1	0	0	3	21
Post-Master's	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0

FEMALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	8	25	23	43	24	12	1	3	13	152
Post-Master's	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0

Table II-9: Students by Sex and Highest Previous Degree Held

Information not requested for the 1987 survey

Table II-10: Students by Undergraduate Major, Sex, and Program Level

Information not requested for the 1987 survey

Table II-11: Scholarship Aid Awarded

The schools were asked to report the amount of scholarship aid awarded, accepted, and used by all graduate library/information science students by amount, sex, and level of program of recipient (Tables II-11-a and II-11-b). Figures used were based on awards accepted and used for the most recently completed fiscal year. Included was such scholarship/fellowship aid as awards administered directly through the school (including federal funds such as Title II-B), awards granted from other parent-institution funds, awards made through the school but from non-federal sources (such as H.W. Wilson awards), and tuition waivers (e.g., common market, in-state, out-of-state). Awards made directly to students from outside sources or through loans and work/study, or for which students must work, were excluded.

Of the 56 ALA Schools returning questionnaires in 1987, 4 supplied no usable data for Table II-11. For the remaining 52 schools, the range in reported funds was from $250 to $383,370.

Syracuse figures include 18 IRM awards amounting to $81,381. Texas stated that certain scholarship awards to non-resident students entitle them to in-state tuition rates, and the value of these tuition cuts is not included in figures reported.

Four Non-ALA Schools reported scholarship aid ranging from $264 to $8,204.

TABLE II-11-a-(1): ALA Schools - Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex

	MASTER'S					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Alabama	5	20,100.00	9	36,750.00	14	56,850.00
Albany			4	14,850.00	4	14,850.00
Alberta	1	1,970.00	7	3,920.00	8	5,890.00
Arizona	4	3,900.00	6	14,700.00	10	18,600.00
Atlanta	3	2,400.00	19	40,280.00	22	42,680.00
Brigham Young	17	6,725.00	42	10,775.00	59	17,500.00
Buffalo	1	9,000.00	1	9,000.00	2	18,000.00
Calif.-Berkeley	6	28,847.00	18	54,706.50	24	83,553.50
Calif.-L. A.	1	250.00	15	32,922.00	16	33,172.00
Columbia	8	58,140.00	31	325,230.00	39	383,370.00
Dalhousie	4	4,986.00	21	36,640.00	25	41,626.00
Drexel	4	14,500.00	15	64,860.00	19	79,360.00
Emory	13	40,369.00	73	180,878.00	86	221,247.00
Emporia	1	600.00	5	1,800.00	6	2,400.00
Florida	1	6,000.00	1	4,000.00	2	10,000.00
Hawaii	8	52,696.00	37	107,409.00	45	160,105.00
Illinois			7	29,000.00	7	29,000.00
Indiana	42	33,359.00	153	112,891.00	195	146,250.00
Iowa	6	9,818.00	15	15,488.00	21	25,306.00
Kent State			2	11,000.00	2	11,000.00
Kentucky	4	9,650.00	16	26,564.00	20	36,214.00
Long Island	2		1		3	24,940.00
Louisiana	2	1,750.00	5	7,250.00	7	9,000.00
Maryland	14	20,996.00	30	69,410.00	44	90,406.00
Michigan	18	66,499.00	47	150,724.00	65	217,223.00
Missouri	3	9,091.00	7	11,015.00	10	20,106.00
North Carolina	2	4,000.00	13	23,350.00	15	27,350.00
NC Central	5	5,030.00	17	16,707.50	22	21,737.50
NC-Greensboro			2	1,500.00	2	1,500.00
North Texas State	1	200.00	1	200.00	2	400.00
Oklahoma	2	763.92	20	3,054.42	22	3,818.34
Peabody	4	26,250.00	12	75,750.00	16	102,000.00
Pittsburgh	10	10,946.00	13	28,903.00	23	39,849.00
Pratt	1	1,700.00	10	14,060.00	11	15,760.00
Queens	2	8,300.00	6	17,100.00	8	25,400.00
Rosary	3	2,000.00	21	30,750.00	24	32,750.00
Rutgers	2	2,000.00	7	7,006.00	9	9,006.00
St. John's	2	11,600.00	2	10,500.00	4	22,100.00
Simmons	16	18,645.00	41	76,350.00	57	94,995.00
South Carolina			5	5,700.00	5	5,700.00
South Florida	4		6	00.00	10	18,212.00
Southern Connecticut			1	— 250.00	1	250.00

TABLE II-11-a-(1): ALA Schools - Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex (cont'd.)

	MASTER'S					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Southern Mississippi			1	4,000.00	1	4,000.00
Syracuse	11	58,267.00	18	80,437.00	29	138,704.00
Tennessee			3	26,400.00	3	26,400.00
Texas	8	2,289.00	31	26,895.00	39	29,184.00
Texas Woman's			16	11,600.00	16	11,600.00
Toronto	10	47,650.00	36	160,293.00	46	207,943.00
Washington	4	8,262.00	22	38,484.00	26	46,746.00
Western Ontario	5	2,150.00	8	6,600.00	13	8,750.00
Wisc.-Madison			15	12,006.00	15	12,006.00
Wisc.-Milwaukee	1	8,556.00	6	40,380.00	7	48,936.00

TABLE II-11-a-(2): ALA Schools - Post Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex

	POST-MASTER'S					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Buffalo			1	9,000.00	1	9,000.00
Columbia	1	17,400.00	2	34,800.00	3	52,200.00
Emory	2	3,100.00	14	13,308.00	16	16,408.00
Pratt			1	1,000.00	1	1,000.00
Texas			1	200.00	1	200.00
Wisc.-Madison	3	9,200.00	10	16,000.00	13	25,200.00

TABLE II-11-a-(3): ALA Schools - Doctoral Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex

	DOCTORAL					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Calif.-Berkeley	3	7,038.50	3	10,879.25	6	17,917.75
Calif.-L. A.	2	4,598.00	3	9,221.00	5	13,819.00
Columbia			2	3,420.00	2	3,420.00
Drexel	1	17,000.00	1	3,000.00	2	20,000.00
Florida			1	6,000.00	1	6,000.00
Illinois	1	6,000.00	2	11,000.00	3	17,000.00
Indiana	8	18,452.00	10	8,010.00	18	26,462.00
Maryland	1	284.00	2	7,740.00	3	8,024.00
Michigan	2	4,500.00	3	11,688.00	5	16,188.00
North Carolina	1	4,000.00	3	8,500.00	4	12,500.00
North Texas State	2	3,381.00	2	9,300.00	4	12,681.00
Pittsburgh	1	5,505.00	4	17,280.00	5	22,785.00
Rutgers			1	5,458.00	1	5,458.00
Syracuse	4	29,750.00	4	26,080.00	8	55,830.00
Texas	2	400.00	2	400.00	4	800.00
Texas Woman's			4	6,900.00	4	6,900.00
Toronto	1	11,640.00	8	64,320.00	9	75,960.00
Western Ontario	2	1,600.00			2	1,600.00

TABLE II-11-b-(1): Non-ALA Schools - Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex

	MASTER'S					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Chicago State			2	2,500.00	2	2,500.00
Rhode Island			1	264.00	1	264.00
Sam Houston			1	500.00	1	500.00
Wayne State	2	2,102.00	3	6,102.00	5	8,204.00

Table II-11-b-(2): Non-ALA Schools - Post-Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex

No post-master's awards reported.

Table II-11-b-(3): Non-ALA School - Doctoral Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex

No doctoral awards reported.

Table II-12: Assistantships Awarded

Each school was asked to report for 1985-86 the number of assistantships awarded, or for which the school selected the recipient, by level of program, sex, and amount of award per year (including stipend and tuition, if applicable). Also requested was the average number of hours of work per week required of a recipient. For this figure some schools gave a range.

Fifty ALA Schools reported a total of 271 men and 737 women holding assistantships in the master's programs. Six ALA Schools reported awarding assistantships to 2 men and 13 women in the post-master's programs. ALA Schools awarded assistantships to 34 men and 58 women in doctoral programs.

Holders of awards at Dalhousie are required to work 6 hours a week during one of the two terms of the academic year in which they hold the appointment. Long Island awards credit rather than money. Six of the Syracuse assistantships were held by students in the IRM program.

Five Non-ALA Schools reported awards of assistantships to 5 men and 11 women in master's programs. The Non-ALA Schools reported no assistantships awarded to individuals in post-master's or doctoral programs.

TABLE II-12-a-(1): ALA Schools - Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Alabama	5	18	14,000.00	50,400.00	10.00
Albany	5	9	45,500.00	100,400.00	
Alberta	2	8	2,356.00	9,424.00	2.00
Arizona		3		7,500.00	20.00
Brigham Young	8	12	10,600.00	12,900.00	10.00
Buffalo	2	12	11,600.00	68,100.00	20.00
Calif.-Berkeley	7	12	7,438.81	14,012.92	10.00
Calif.-L. A.	2	7	3,195.00	11,183.00	10.00
Dalhousie	3	20	4,236.00	28,240.00	
Drexel	5	24	18,140.00	241,528.00	20.00
Emory	6	31	12,560.00	47,460.00	12.00
Emporia	5	7	17,155.00	18,640.00	20.00
Florida	18	48	15,601.00	36,322.00	12.00
Hawaii	3	16	4,320.00	23,040.00	10.00
Illinois	6	18	11,703.60	348,226.30	10.00
Indiana	6	16	36,679.00	105,987.00	14.00
Iowa	5	4	15,233.00	16,571.00	
Kent State	3	7	9,367.00	23,108.00	10.00
Kentucky	4	22	14,028.00	78,941.00	15.00
Long Island	2	9	4,704.00	14,112.00	6.00
Louisiana	56	105	187,505.24	346,921.58	
Maryland	8	10	78,140.00	81,030.00	20.00
Michigan	3	19	3,003.00	10,803.00	7.00
Missouri	4	6	15,812.00	21,845.00	20.00
North Carolina	15	63	56,738.00	234,161.00	16.00
NC Central		1		2,200.00	
NC-Greensboro	1	8	2,500.00	13,525.00	13.90
Northern Illinois		4		11,025.00	15.00
North Texas State		5		2,578.00	20.00
Oklahoma	1	2	900.00	3,600.00	10.00
Peabody	1	3	4,500.00	16,500.00	20.00
Pittsburgh	32	62	115,605.00	236,715.00	20.00
Pratt	9	22	11,920.00	22,400.00	12.00
Rosary		6		3,905.00	10.00
Rutgers	3	3	18,900.00	18,900.00	15.00
St. John's	2	8	19,176.00	76,704.00	15.00
San Jose	1	8	1,537.50	18,450.50	15.00
South Carolina	8	23	20,000.00	59,000.00	13.00
South Florida	2	2	5,100.00	5,100.00	10.00
Southern Connecticut	2	4	1,800.00	7,200.00	20.00
Southern Mississippi	4	12	7,700.00	27,300.00	15.00
Syracuse	3	5	18,650.00	22,600.00	20.00

TABLE II-12-a-(1): ALA Schools - Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient (cont'd.)

	MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Tennessee	3	7	13,400.00	22,600.00	10.00
Texas	3	3	15,000.00	9,237.00	20.00
Texas Woman's		1		4,291.00	20.00
Toronto	1	1	2,721.00	2,721.00	5.00
Washington	5	14	4,792.00	13,628.00	8.00
Western Ontario	4	12	9,907.00	24,066.90	5.00
Wisc.-Madison	1	3	4,906.00	8,028.00	
Wisc.-Milwaukee	2	12	6,450.00	47,150.00	15.00

TABLE II-12-a-(2): ALA Schools - Post-Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	POST-MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Calif.-Berkeley		6		11,287.81	7.00
Columbia	2	1	28,800.00	14,400.00	15.00
Florida		3		1,960.00	12.00
South Carolina		1		2,500.00	10.00
Texas		1		3,500.00	20.00
Wisc.-Madison		1			20.00

TABLE II-12-a-(3): ALA Schools - Doctoral Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	DOCTORAL				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Calif.-Berkeley	4	5	30,090.24	11,520.18	12.00
Calif.-L. A.	1	2	1,597.00	3,195.00	10.00
Columbia		1		14,400.00	15.00
Drexel	1	4	8,600.00	32,800.00	20.00
Florida	1	1	520.00	1,590.00	12.00
Illinois	2	5	5,847.99	18,786.17	20.00
Maryland	2	3	21,260.00	19,139.00	18.00
Michigan	1	1	330.00	1,607.00	7.00
North Carolina	3	5	12,750.00	12,250.00	16.00
Pittsburgh	9	10	71,565.00	44,040.00	20.00
Rutgers	4	3	29,440.00	22,480.00	15.00
Syracuse	1	3	5,200.00	15,600.00	20.00
Texas	1	2	6,695.00	12,695.00	20.00
Texas Woman's		3		11,227.00	20.00
Toronto	1	4	913.00	3,337.00	3.00
Western Ontario	2	2	8,492.40	14,154.00	10.00
Wisc.-Madison	1	4	6,834.00	13,509.00	

TABLE II-12-b-(1): Non-ALA Schools - Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Bridgewater	1				20.00
Chicago State		1			20.00
Kutztown	1		4,000.00		20.00
Sam Houston		1		2,610.00	20.00
Wayne State	3	9	17,483.00	52,498.00	20.00

Table II-12-b-(2): Non-ALA Schools - Post-Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

No post-master's awards reported.

Table II-12-b-(3): Non-ALA Schools - Doctoral Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

No doctoral awards reported.

Table II-13: Amount of Tuition and Fees for a Complete Program

Responses are shown in Tables II-13-a (ALA Schools) and II-13-b (Non-ALA Schools) to the request for information on the total amount of tuition and fees required to obtain degrees or certificates at various program levels, full-time without transfer credit. Figures were based on tuition and required fees as of Fall Term 1986. Fees for individual courses (such as extra charges for using terminals) and lab fees were to be excluded.

Syracuse indicated that the cost of the IRM Degree is $14,307. The reports from McGill and Toronto reflect tuition and fees charged foreign students in lieu of out-of-state/province figures.

In response to the question regarding tuition per credit hour, flat rates for six semester hours were reported by all the schools in Texas (North Texas State, Texas, Texas Woman's University, Sam Houston). Emory indicated variation in per-credit cost in summer terms. Rhode Island reported a reduced rate for Regional students.

TABLE-II-13-a-(1): ALA Schools - Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour

	MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Alabama	1,956.00	4,197.00	63.00	124.00
Albany	2,720.00	4,701.00	90.00	156.00
Alberta	2,040.00	3,865.00	34.75	72.98
Arizona	1,710.00	4,564.00	60.00	60.00
Atlanta	6,250.00	6,250.00	170.00	170.00
Brigham Young	1,350.00	2,025.00	137.00	206.00
Buffalo	2,690.00	3,863.00	90.00	133.00
Calif.-Berkeley	1,406.50	3,816.00		
Columbia	13,680.00	13,680.00	380.00	380.00
Dalhousie	3,500.00	6,900.00		
Drexel	12,360.00	12,360.00	202.00	202.00
Emory	11,682.00	11,682.00	385.00	385.00
Emporia	2,466.00	4,966.00	43.00	84.65
Florida	2,183.48	6,492.68	57.46	170.86
Hawaii	582.80	2,037.85	47.00	168.00
Illinois	3,209.00	8,109.00		
Indiana	2,655.00	7,921.92	73.75	201.75
Iowa	1,922.00	4,532.00	184.00	184.00
Kent State	2,984.50	5,234.50	109.25	184.25
Kentucky	1,897.00	5,341.00	72.00	212.00
Long Island	7,300.00	7,300.00	196.00	196.00
Louisiana	2,105.00	5,145.00	195.00	305.00
Maryland	3,132.00	5,544.00	87.00	154.00
McGill	1,326.00	10,740.00	19.00	193.33
Michigan	6,348.00	13,200.00	289.00	543.00
Missouri	2,273.00	6,161.00	63.00	171.00
Montreal	1,100.00	11,600.00	17.50	195.00
North Carolina	1,700.00	8,308.00	60.00	478.00
NC Central	795.00	4,043.00	51.00	457.00
NC-Greensboro	444.00	1,904.00	60.00	425.00
Northern Illinois	836.00	1,976.16	66.25	161.25
North Texas State	1,148.00	4,892.00	100.00	120.00
Oklahoma	1,480.40	4,378.45	33.90	114.40
Peabody	9,900.00	9,900.00	275.00	275.00
Pittsburgh	5,940.00	11,880.00	165.00	330.00
Pratt	10,099.00	10,099.00	290.00	290.00
Queens	2,546.80	3,846.80	82.00	136.00
Rosary	7,540.00	7,540.00	205.00	205.00
Rutgers	3,595.00	5,039.00	108.00	155.00
St. John's	7,200.00	7,200.00	200.00	200.00

TABLE II-13-a-(1): ALA Schools - Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour (cont'd.)

	MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Simmons	10,146.00	10,146.00	281.00	281.00
South Carolina	3,096.00	3,096.00	86.00	86.00
Southern Connecticut	1,847.00	3,817.00	94.00	94.00
Southern Mississippi	1,981.00	3,163.00		
Syracuse	8,879.00	8,879.00	246.00	246.00
Tennessee	1,592.00	2,872.00	58.00	129.00
Texas	1,095.84	4,839.84	100.00	120.00
Texas Woman's	1,332.00	5,696.00	100.00	120.00
Toronto	1,481.25	6,803.25		
Washington	4,638.00	11,550.00	109.00	275.00
Western Ontario	2,023.42	7,831.42		
Wisc.-Madison	1,128.00	3,383.50	141.00	423.00
Wisc.-Milwaukee	3,467.00	10,233.00	169.00	451.00

TABLE-II-13-a-(2): ALA Schools - Post-Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour

	POST-MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Albany	2,720.00	4,701.00	90.00	156.00
Atlanta	5,200.00	5,200.00	170.00	170.00
Buffalo	2,150.00	3,185.00	90.00	133.00
Calif.-Berkeley	1,406.50	3,816.00		
Columbia	11,400.00	11,400.00	380.00	380.00
Drexel	6,588.00	6,588.00	202.00	202.00
Emory	9,350.00	9,350.00	385.00	385.00
Florida	1,723.80	5,125.80	57.46	170.86
Hawaii	582.80	2,037.85	47.00	168.00
Illinois	3,209.00	8,109.00		
Indiana	2,212.50	6,053.00	73.75	201.75
Kent State	2,377.00	4,177.00	109.25	184.25
Long Island	6,000.00	6,000.00	196.00	196.00
NC-Greensboro	444.00	1,904.00	60.00	425.00
North Texas State	764.00	3,260.00	100.00	120.00
Oklahoma	1,277.00	3,692.00	33.90	114.40
Peabody	8,250.00	8,250.00	275.00	275.00
Pittsburgh	5,940.00	11,880.00	165.00	330.00
Pratt	8,070.00	8,070.00	290.00	290.00
Rosary			205.00	205.00
Rutgers	2,918.00	4,046.00	108.00	155.00
South Carolina	2,580.00	2,580.00	86.00	86.00
Southern Connecticut	1,333.00	3,303.00	94.00	94.00
Syracuse	8,879.00	8,879.00	246.00	246.00
Texas	1,095.84	4,839.84	100.00	120.00
Wisc.-Madison	1,128.00	3,383.50	141.00	423.00
Wisc.-Milwaukee	2,311.00	6,822.00	169.00	451.00

TABLE II-13-a-(3): ALA Schools - Doctoral Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour

	DOCTORAL			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Buffalo	6,450.00	9,555.00	90.00	133.00
Calif.-Berkeley	1,406.50	3,816.00		
Columbia	11,400.00	11,400.00	380.00	380.00
Drexel	10,340.00	10,340.00	202.00	202.00
Florida	1,838.72	5,467.52	57.46	170.86
Illinois	4,144.00	12,868.00		
Indiana	4,425.00	12,105.00	73.75	201.75
Maryland	5,220.00	9,240.00	87.00	154.00
Michigan	6,348.00	13,200.00	289.00	543.00
North Carolina	1,700.00	8,308.00	60.00	478.00
North Texas State	2,296.00	9,784.00	100.00	120.00
Pittsburgh	7,920.00	15,840.00	165.00	330.00
Rutgers	7,914.00	11,400.00	108.00	155.00
Simmons	10,146.00	10,146.00	281.00	281.00
Syracuse	19,188.00	19,188.00	246.00	246.00
Texas Woman's	1,824.00	7,440.00	100.00	120.00
Toronto	1,481.25	6,803.25		
Western Ontario	4,046.84	15,662.84		
Wisc.-Madison	1,128.00	3,383.50	141.00	423.00

TABLE II-13-b-(1): Non-ALA Schools - Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour

	MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Bridgewater			60.00	70.00
Chicago State	2,200.00	6,600.00	96.50	197.50
Kutztown	2,501.00	2,774.00	89.00	99.00
Rhode Island	2,118.50	4,176.50	92.00	257.25
Sam Houston	980.00	4,400.00	100.00	120.00
Wayne State	3,072.00	6,528.00	82.00	178.00

TABLE II-13-b-(2): Non-ALA Schools - Post-Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour

No figures reported for post-master's students.

Table II-13-b-(3): Non-ALA Schools - Doctoral Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour

No figures reported for doctoral students.

CURRICULUM

By
Daniel D. Barron

This chapter contains reports and summaries of the data on curriculum as reported by the responding schools for the 1985-1986 academic year.

The abbreviations used in the tables are: "ALA-ACC" which is used to designate schools which have master's degree programs accredited by the American Library Association (ALA) and "Not-ACC" which is used to designate schools which do not have master's degree programs accredited by ALA. In many of the lists, an "*" is used also to indicate those schools which do not have master's degree programs accredited by ALA.

The tables and charts contain data as reported by the individual schools. For those schools on the quarter system, the notation (QH) will be used. Some schools have indicated that "units" or "courses" are used as guidelines for degree requirements, in which case, these are indicated as the respondents reported them. Following each table will be listed any specific information which do not lend themselves to the general reporting pattern of the table but need to be available to the reader.

A total of 64 schools reported this year as compared to 63 last year. Of these, 57 questionnaires were received from schools which have master's degree programs accredited by the American Library Association.

All of the questionnaires received were usable; however, for a number of unidentified reasons, respondents, in some instances, did not complete each item; therefore, the totals in all tables may not always add up to the 64 received.

Academic Year Division

Table III.1 presents a summary of the data related to the division of the academic year as reported by the respondents.

Table III.1: Academic Year Division
1985-1986

Division	ALA-ACC	Not-ACC	Total
Semester	51	7	58
Quarter	3	0	3
Trimester	3	0	3
Total Schools Reporting	57	7	64

Table III.2 contains data related to the academic year division by individual schools. Trimester systems are indicated with a "T" preceding the number of weeks in the "Trimester/Semester" column. The summer terms are described by combining the number of sessions with the number of weeks in each session (No/Wks) where "No"=number of sessions and "Wks"=number of weeks in the sessions.

Table III.2: Numbers of Weeks Per Term, 1985-1986

Schools	Trimester Semester	Quarter	Summer (No/wks)	Total Weeks
Alabama	15		2/5	40
Albany	15		1/6	36
Alberta	13		2/6	38
Arizona	15		2/5	40
Atlanta	15		1/8	38
*Bowling Green	16		2/5	42
*Bridgewater	15		2/5	40
Brigham Young	T15		2/8	46
British Columbia	13		2/3	32
Buffalo	16		2/6	44
Calif.Berkeley	15		1/8	38
Calif.LA		10	2/3,6,or10	
*Chicago State	17		2/5	44
Columbia	14		1/6	34
Dalhousie	15		2/3	36
Drexel		11	1/11	44
Emory	16		1/8	40
Emporia State	17		1/6 1/3	43
Florida State	15		1/13	43
Hawaii	15		4/3	42
Illinois	16		1/8	40
Indiana	15		1/6 1/8	44
Iowa	16		1-8	40
Kent	15		1/8 2/5	48
Kentucky	15		1/8 1/4	42
*Kutztown	15		2/5	40
Long Island	15		3/5	45
Louisiana	15		1/9	39
Maryland	15		2/6	42
McGill	14		2/3	34
Michigan	T15		2/7.5	45
Missouri	16		2/4	40
Montreal	15		0	30
North Carolina	16		2/5	42
N.Carolina Central	15		2/6	42
N.Carolina-Greensboro	16		2/5.5	43
Northern Illinois	16		1/8	40

Table III.2: Numbers of Weeks Per Term, 1985-1986 (cont.)

Schools	Trimester Semester	Quarter	Summer (No/wks)	Total Weeks
North Texas	16		2/5.5	43
Oklahoma	16		1/8	40
Peabody	15		2/4	38
Pittsburgh	15		2/7.5	45
Pratt	15		2/6	42
Queens	15		1/6	36
*Rhode Island	15		2/5 1/10	50
Rosary	15		1/6 1/8	44
Rutgers	16		2/3	38
St. John's	14		1/5	32
San Jose	16		2/3 or 2/6	38/44
*Sam Houston	15		2/6	42
Simmons	14		1/7	35
South Carolina	15		2/5	40
South Florida	15		1/10	40
Southern Conn.	16		2/5	42
Southern Miss.	16		1/10	42
Syracuse	15		2/6	42
Tennessee	12		1/10.5 2/4.5	55.5
Texas	15		2/5.5	41
Texas Woman's	16		2/5	42
Toronto	13		1/6	32
Washington		10	2/4.5	39
*Wayne State	15		2/7	44
Western Ontario	T14		0	42
Wisc.Madison**	16		2/4	51
Wisc.Milwaukee	16		2/6	44

*School with a master's program not accredited by the ALA

**Wisc.Madison also has a three-week and an eight-week session between spring and summer semesters.

Degree Programs and Credit Hour Requirements

In this section the various degree programs are described. These include undergraduate, both major as well as minor degree requirements, and graduate programs.

Undergraduate

A total of eleven schools with accredited programs and two schools with programs not ALA accredited reported having undergraduate majors in library and/or information science. An undergraduate minor is offered in fourteen schools with accredited programs and in four schools without ALA accredited programs. The number of hours required by each school is found in Table III.3 and Table III.4.

Table III.3: Undergraduate Major Degree Requirements, 1985-1986

Number of Hours	Schools
18	Maryland (Lib Sci)
18-22	Missouri (Lib Sci)
22	Texas Woman's (+8 in a related area)
24	North Texas (Lib Sci & Info Sci)
25	Southern Miss
30	Pittsburgh (Info Sci)
	Southern Conn.
	Syracuse (Info Studies)
32	Florida State
33	Southern Miss (School Certification)
43	*Bowling Green
55	*Kutztown
60	Drexel (Info Sci)

Table III.4: Undergraduate Minor Degree Requirements, 1985-1986

Number of Hours	Schools
18	Albany (Lib Sci & Info Sci)
	Indiana (Lib Sci)
	Northern Illinois (Lib Sci)
	North Texas
	Southern Conn (Lib Sci)
	Southern Miss
	Syracuse (Info Studies)
	Texas Woman's
	*Bridgewater
20	*Wayne
21	*Bowling Green (and 30)
	Buffalo
	Drexel (QH) (Info Sci)
	Illinois
26-32	Wisc.Madison (24 + 2-8 hr. practicum)
30	Pittsburgh
	Montreal (Archives/Records Management)
35	*Kutztown

Master's Degree

Table III.5 contains data related to the master's degree. All schools report having a master's degree program.

Table III.5: Master's Degree Program Requirements, 1985-1986

Number of Hours	Schools
28	Calif.Berkeley
30	Emory (MA)
	*Bridgewater (+ practicum)
	Northern Illinois
33	Iowa
	*Bowling Green
34	Oklahoma (MA)
35	*Kutztown
36	Alabama
	Albany
	Atlanta
	Buffalo
	Case Western
	Clarion
	Columbia
	Emporia
	Hawaii
	Indiana
	Kent
	Kentucky
	Long Island
	Maryland
	Michigan
	Missouri
	N.Car.Central
	N.Car.Greensboro
	North Texas
	Oklahoma (MLIS)
	Peabody
	Pittsburgh
	Pratt
	Queens
	*Rhode Island
	Rosary
	Rutgers
	*Sam Huston
	St. John's
	Simmons
	South Carolina
	South Florida
	Southern Conn.
	Syracuse (MLS)
	Texas
	Texas Woman's (MA & MLS)
	*Wayne
	Wisc.Madison
	Wisc.Milwaukee
37	Louisiana
38	Arizona
	Brigham Young
	Florida State
	San Jose
40	Emory (MLn)
	Illinois
41	Southern Miss
42	Washington
48	Alberta (+ 4 lab hours)
	Drexel (48-60 QH)
	North Carolina
51	Tennessee (QH)
53	Montreal
54	McGill
	Syracuse (IRM)
63	Washington (QH)
72	Calif. LA (QH)

Alberta indicates that 13 single courses plus a thesis or 15 single courses and a project plus 4 lab hours for either are required
British Columbia indicates that 30 units or 789 hours of instruction are required
Chicago indicates that 15 courses are required beyond the BA
Dahlhousie
Emporia indicates 8 hours of prerequisites
Northern Illinois requires 9 prerequisites
Toronto indicates that 16 half courses are required
Western Ontario indicates that 15 courses are required

Post-Master's

A variety of labels are offered for the degree which follows the master's, but thirty-six schools indicate that they offer a "post" master's degree. Table III.6 presents the data related to the hours required by each school for this degree.

Table III.6: Post-Master's Degree Program Requirements, 1985-1986

Number of Hours	Schools	
12	Texas (Certificate to MLIS)	
15	Hawaii	
15-30	Rosary	
20	Calif.Berkeley	
24	Kent	Rutgers
	North Texas	St. John's
	Pittsburgh(CAS/LS&IS)	Wisc.Madison
		Wisc.Milwaukee
30	Alabama	Oklahoma
	Albany	Peabody
	Atlanta	Queens
	*Bowling Green	
	Buffalo	Rhode Island
	Columbia	South Carolina
	Emory	Southern Conn
	Florida State	Texas (5th year)
	Indiana	*Wayne
	Long Island	
32	*Bridgewater	
	Drexel (QH)	
34	Pittsburgh (in LS and IS)	
36	Calif. LA (QH)	
	South Florida	
	Syracuse	
40	Illinois	

Chicago requires 9 courses beyond the MA in Library Science
Chicago State indicates that 11 courses are required
Pratt requires 10 courses

Texas requires 30 for certificate of 5th year and 12 for endorsement of specialization to MLIS
Western Ontario requires 8 courses

Doctoral

In Table III.7, the requirements of the fifteen schools which offer the doctoral program are presented. No school without and ALA accredited program offers the doctoral degree.

Table III.7: Doctoral Degree Program Requirements, 1985-1986

Number of Hours	Schools
30-36	North Carolina
42	Columbia
50	Texas (but varies)
54	Pittsburgh (in LS or IS)
59	Michigan
60	Buffalo (+ an MLS) Drexel (QH) North Texas Rutgers Simmons
72	Maryland (12 hrs. diss. included)
78	Syracuse
80	Illinois
90	Indiana Texas Woman's (beyond AB)

California, LA indicates that no specified number of hours are required
Chicago indicates that continuous registration is required until the degree is received
Michigan indicates that 36 of the 59 must be in formal course work
Toronto indicates that a two-year, full-time minimum is required
Wisconsin-Madison indicates no specific credit requirement, but residence for one full-time academic year (9 credits) of study is required
Western Ontario indicates that 10 courses are required
Wisconsin-Milwaukee indicates that the school participates in a multidisciplinary Ph.D. program administered by the Graduate School

Summary

Table III.8 contains a summary of all of the degree requirements for all programs as reported by the respondents.

Table III.8: Degree Requirements for all Programs, by School, 1985-1986

School	Undergraduate		Master's	Post-Master's	PH.D.
	Major	Minor			
Albany		18	36	30	
Alberta			13 or 15 courses		
Arizona			38		
Atlanta			36	30	
*Bowling Green	33	18	36		
*Bridgewater		21	33	33	
Brigham Young			38		
British Columbia			30 units		
Buffalo			36	30	60+ML
Calif.Berkeley			28	20	
Calif.L.A.			72 (QH)	36	unspecified
Case Western			36		78+AB
*Chicago State			11 courses		
Clarion	30		36		
Columbia	36		36	30	42
Dalhousie			19 courses		
Drexel			40	21	varies
Emory			30 MA/40MLn	30	
Emporia			36-44		
Florida State			38	30	
Hawaii			36	15	
Illinois		21	40	40	80
Indiana		18	36	30	90
Iowa			33		
Kent			36	24	
Kentucky			36		
*Kutztown	55	35	35		
Long Island			36		
Louisiana			37		
Maryland	18		36		72
McGill			54		
Michigan			36		59
Missouri	18-22		36		
Montreal		30	49-50		
North Carolina			48		36
N.Carolina Central		18-24	36		
N.Carolina-Greensboro			36		
Northern Illinois		18	39		
North Texas	24	18	36	24	60
Oklahoma			34 MA/36 MLIS	30	
Peabody			36	30	
Pittsburgh	30 (IS)		36 (IS &LS	24 (CAS-IS&LS)	54 (IS &LS)

Table III.8: Degree Requirements for all Programs, by School, 1985-1986 (cont.)

School	Undergraduate			Post-	
	Major	Minor	Master's	Master's	Ph.D
Pratt			36	30	
Queens			36	30	
Rhode Island			36	30	
Rosary			36	15-30	
Rutgers			36	24	60
St. John's			36	24	
*Sam Houston			36		
San Jose			38		
Simmons			36		60
South Carolina			36	30	
South Florida			36	36	
Southern Conn	30	18	36	30	
Southern Miss	25	18	41		
			33 (School Library Media)		
Syracuse	30	18	36 MLS/54 IRM	36	78
Tennessee			34		
Texas			36	30	50
Texas Woman's	22	18	36 MA/39 MLS		90+AB
Toronto			16 half courses		2 yrs.
Washington			42		
Wayne State		20	36	30	
Western Ontario			15 courses	8 courses	
Wisc.Madison		32	36	24	
Wisc.Milwaukee			36	24	

Joint Programs

Table III.9 contains data related to joint degree programs. These are programs which the Library and Information Science program shares with one or more other academic disciplines or other units in the institution. In some instances, joint degree programs are reported between institutions as well within the parent institution.

Table III.9: Joint Degree Program Requirements, 1985-1986

Schools	No. Hours in Lib/Info Sci	No. Hours in Other Discipline	Other Discipline
Brigham Young	38	90	Law
British Columbia	30 units	30 units	Archival Std.
Buffalo	36	30	Music
	18	42	Higher Ed.
	30	81	Law
Calif.Berkeley	na	na	Law
			Near East Std.
			History of Art
Calif.LA	18	24	Management+
	18	12	History
	18	12	Latin Am. Std.
Columbia	36	na	East Asian
			Russian Std.
Emory	30	28	History of Art
	30	24	History
	30	33	English
Emporia	36	30-36	History
	36	30	Music
	36	35	Business
Indiana	30	20-24	Compar. Lit.
	30	20-24	History
	30	25-30	Music
	30	9-12	Chemistry
	30	21	Journalism
	31	36	Public Admin.
	30	20-24	Hist/Phil. Sci.
	30	10-11	Info. Systems
	30	31	Fine Arts
Iowa	27	33-51	Business
Kent	27	12-13	Education
Louisiana	55 total	12 cross list	Computer Sci.
Maryland	24	30	History
	24	32	Geography
Pratt	36	85	Law
	36	18	Computer Sci.
Oklahoma	27	36	Business
	27	30	Education
Pittsburgh	36	?	Divinity
	18	?	Agriculture
*Rhode Island	30	24	History
	27-30	27-30	Public Admin.
Rosary	30	2 1/2 yrs	Divinity
	30	27	Business
	30	6	BA/MALS
	30	2-4 yrs	Public Hist.
	30	1 year-12 units	Music

Table III.9: Joint Degree Program Requirements,1985-1986 (cont.)

Schools	No. Hours in Lib/Info Sci	No. Hours in Other Discipline	Other Discipline
Rutgers	30	24	Spanish
	30	30	Ed.-Reading
St. John's	33	30	Pharmacology
South Carolina	27	28	English
	27	27	History
Southern Conn	36	30	Chemistry
	36	30	English
	36	30	History
	36	30	Instruct Tech.
	36	86	Law
Southern Miss	33	24	History
Syracuse	MLS	JD	Law
Toronto	6 half courses	1 full course	Education
Washington	34	11	Law
Wisc.Madison	12	12	Public Admin.
Wisc.Milwaukee	30	18	Geography
	30	18	History
	30	24	Music
	30	24	Urban Affairs

+Calif.LA programs administered jointly by both schools. Students may satisfy requirements simultaneously.

Pratt offers a JD with Brooklyn Law School and a Data Processing Certificate with a M.S.

Southern Conn offers a joint program with the University of Conn School of Law

Part-Time Coursework

One school indicated that they do not accept part-time undergraduate students and three schools indicated that they do not accept doctoral students on a part-time basis. With those exceptions, and the qualifications given below, all programs permit part-time students to complete coursework. One program indicated that doctoral students must complete one year in residence; one that students must be in residence for two consecutive semesters; and a third that two semesters of residency, which may or may not be consecutive, are required. One program indicated that master's degree students must be full-time students only during their second year of course work, one requires full-time participation in two semesters the first of which must be the fall, and a third requires students to complete two consecutive semesters as a full-time student.

Maximum and Minimum Times for Completion of Program

Tables III.10 through III.12 contain data related to the maximum and minimum times allowed for completion of degree programs. The minimum time ranges from nine to twenty months for the master's, eight to twelve months for the post-master's, and nine to thirty-six months for the doctoral degree.

A maximum of time allowed for completing the degree ranges from two to eight years for the master's, three to ten for the post-master's, and four to fourteen years for the doctoral degree.

Table III.10: Minimum Time for Completion of Programs, by Number of Schools, 1985-1986

No. of	Master's		Post-Master's		Doctorate	
Months	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC
8			2			
9	2		12		1	
10	3		3			
10.5	1		3			
11	3	1	1	1		
12	35	3	6	1	1	
14	1					
15	3					
16	3					
18	2				2	
20	2					
24		1			5	
30					2	
36					5	

Table III.11: Maximum Time for Completion of Programs, by Number of Schools, 1985-1986

No. of	Master's		Post-Masters's		Doctorate	
Years	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC
2	1					
3	3		3			
4	4	1	4	1		
5	15		8		3	
6	22	6	8		4	
7	6		3		4	
8	3				1	
9					3	
10	1		1		1	
14					1	

Table III.12: Minimum and Maximum Times to Complete Programs, by Schools, 1985-1986

Schools	Master's Minimum [months]	 Maximum [years]	Post-Master's Minimum [months]	 Maximum [years]	Doctorate Minimum [months]	 Maximum [years]
Alabama	12	6	9	6		
Albany	12	6	10	5		
Alberta	16	4				
Arizona	12	6				
Atlanta	11	6	11	6		
*Bowling Green		6				
*Bridgewater	24	6				
Brigham Young	12	5				
Brit.Columbia	15	5				
Buffalo	11	5	9	5	24	7
Calif.Berkeley	9	0	9	0	24	0
Calif.L.A.	18	2	9	3	35	5
Catholic	dna					
*Chicago State		6				
Columbia	10	4	9	4	9	9
Dalhousie	16	6				
Drexel	12	7	9	3	24	5
Emory	11	5	9	5		
Emporia	21	6				
Florida State	12	6	12	6	12	6
Hawaii	12	5				
Illinois	12	5	12	5	30	6
Indiana	12	5	10	5	36	14
Iowa	12	10				
Kent	12	6	9	4		
Kentucky	12	8				
*Kutztown	12	6				
Long Island	12	5				
Louisiana	12	6				
Maryland	12	3			36	9
McGill	20	5				
Michigan	12	6			36	7
Missouri	12	8				
Montreal	20	3				
North Carolina	15	5			36	8
N.Car.Central	10.5	6				
N.Car.Greens	18	5				
North Illinois	10	6				
North Texas	12	8	8	10	24	10
Oklahoma	12	5	12	5		
Peabody	9	6	9	6		

Table III.12: Minimum and Maximum Times to Complete Programs, by Schools, 1985-1986 (cont.)

Schools	Master's Minimum [months]	Master's Maximum [years]	Post-Master's Minimum [months]	Post-Master's Maximum [years]	Doctorate Minimum [months]	Doctorate Maximum [years]
Pittsburgh	10		8	4		6
Pratt	12	4	10	7		
Queens	12	4				
*Rhode Island	11	4	11	4		
Rosary	12	5	5-10	5		
Rutgers	12	3	9	3	30	7
St. John's	12	5	12	5		
*Sam Houston	12	6				
San Jose	12	7				
Simmons	12	6			18	3
South Carolina	12	6	10.5	6		
South Florida	12	7	12	7		
Southern Conn.	12	6	9	6		
Southern Miss.	12	6				
Syracuse	12	7	12	7		
Tennessee	12	6				
Texas	12	6	10.5	6	varies	9
Texas Woman's	12	6				5
Toronto	16	6			24	6
Washington	15	6				
*Wayne State	12	6	12	6		
Western Ontario	12	5-6			36	7
Wisc.Madison	14	7	12	0	18	0
Wisc.Milwaukee	12	7	9	4		

Columbia indicates that one year may be added for illness, etc.

Chicago indicates that if the Ph.D. is not completed within five years after final written exam, the exam must be retaken

Dalhousie indicates there is a four month break in their schedule

Emory indicates a minimum of nine months for the MA and eleven for the MLn

Maryland indicates that an extension may be granted for up to 5 years in the mater's program and 10 in the doctoral program.

Michigan indicates that an extension may be approved by the dean and by the Graduate School (for master's students) or by the faculty (for doctoral students) to extend the maximum to 10 years if the student can present valid reasons and an acceptable schedule for completion.

Montreal indicates three years without thesis and four with thesis

Toronto indicates extension may be granted for valid reasons

Status of Courses after Maximum Time

After the maximum time allowed for completing the degree, thirty-two schools with accredited programs indicate that the courses are obsolete for the master's and thirteen cancel them. For the post-master's, twenty-one schools indicate that they are obsolete and six cancel them. Ten schools with doctoral programs indicate that courses are obsolete and five cancel them. All of the schools with programs not ALA accredited make coursework obsolete. Exceptions and clarifications as indicated by the respondents are listed in Table III.13.

Table III.13: Status of Courses after Maximum Time, by Number of Schools, 1985-1986

Program	Obsolete		Canceled	
	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC
Master's	32	6	13	
Post-Master's	21	1	6	
Doctorate	10		5	

Albany-at the end of 6 years degree not awarded except under very unusual circumstances
Arizona-Hours reduced by 1/2 credit after 6 years; 0 credit after 10
Calif.LA indicates that courses are obsolete, students may appeal
Columbia-each handled on an ad hoc basis-few go to the deadline
Dalhousie-Student may apply for an extension by petition and School's recommendation is sent to Dean of Graduate School for approval
Emory-Student may petition for extension
Emporia-courses can be revalidated
Illinois-Extension may be obtained from the Graduate School
Iowa-Courses which are 10 years old must be replaced
LSU-May be revalidated
Maryland-A committee decision, but none more than 5 years prior to receipt of degree are accepted. Student may reapply.
Michigan-At master's degree level, canceled outright if extended to ten years. At doctoral level, no set policy but unusual to approve extension beyond ten years.
UNC-Time may be extended by the Graduate School
Oklahoma-One year extension may be granted
St. John's-must take additional courses
Simmons-may request an extension
Syracuse-Doctoral depends on student's committee
Tennessee-Can be revalidated under certain circumstances
Wisconsin-Madison-Can be revalidated through testing or additional work

Required Course Work

Tables III.14 and III.19 present data related to the required course work in the various programs. Requirements range from no courses to thirty-six hours in the Master's program, none to 15 hours in the Post-Master's, and none to sixty-eight in the Doctoral.

Table III.14: Required Course Work, by School, 1985-1986

School	Hours		
	Master's	Post-Master's	Doctorate
Alabama	15	9	
Albany	12	3	
Alberta	18		
Arizona	18		
Atlanta	12	9	
*Bowling Green	9		
*Bridgewater	24		
Brigham Young			
British Columbia	21		
Buffalo	12	6	6
Calif.Berkeley	9	varies	
Calif.L.A.	36+		36
Case Western	18		
*Chicago State	21		
Columbia	9	0	6
Dalhousie	10 credit/2 non-credit		
Drexel	12(QH)		12(QH)
Emory	16 MLN/ 18 MA		
Emporia	23 +8 prereq.		
Florida State	18	0	3
Hawaii	12		
Illinois	8	8	68
Indiana	15	0	15
Iowa	15		
Kent	15		
Kentucky	9		
*Kutztown	9		
Long Island	12	12	
Louisiana	16		
Maryland	9	0	15++
McGill	24		
Michigan	9	0	8
Missouri	19		
Montreal	27		
North Carolina	18	0	6
N.Carolina Central	18		
N.Carolina-Greensboro	15		

Table III.14: Required Course Work, by School, 1985-1986 (cont.)

School	Hours		
	Master's	Post-Master's	Doctorate
Northern Illinois	9-11+++		
North Texas	15	0	12
Oklahoma	18	1++++	
Peabody	9	9	
Pittsburgh	15 (IS) 21(LS)	0	18
Pratt	12	6	
Queens	18		
*Rhode Island	19	15	
Rosary	15-18	0-9	
Rutgers	18	0	18
St. John's	15	0	
San Jose	23		
*Sam Houston	15		
Simmons	12	0	16
South Carolina	17	3	
South Florida	12		
Southern Conn.	18	9	
Southern Miss.	18		
Syracuse	12	0	
Tennessee	18		
Texas	15	0	12
Texas Woman's	18		
Toronto	6	0	0
Washington	12		
*Wayne State	22		
Western Ontario	27	0	12
Wisc.Madison	15	0	3
Wisc.Milwaukee	15	0	varies

+plus 36 additional hours for degree
++more with no ALA MLS
+++one course has variable credit-9 hours of prerequisites which have proficiency examinations
++++a course in research if none taken previously

Table III.15:Required Course Work, by Number of Hours, 1985-1986

No. of Hours	Master's ALA-ACC	Master's Not-ACC	Post-Master's ALA-ACC	Doctorate ALA-ACC
0			18	1
1			1	
3			2	2
6	1		2	2
8	1		1	1
9	7	2	5	3
10	1			
12	11		1	4
15	12	1	1	2
16	2			1
17	1			
18	15			2
19	1	1		
21	2	1		
22		1		
23	1			
24	2	1		
27	2			
31	1			
36	1			1
68				1

Respondents were asked to indicate whether or not students could exempt required courses. Tables III.16 and III.17 present the data related to their responses.

Table.III.16: Exemption of Required Courses, by Program, 1985-1986

Program	Exemptions Allowed ALA-ACC	Exemptions Allowed Not-ACC	Exemptions Not Allowed ALA-ACC	Exemptions Not Allowed Not-ACC
Master's	47	4	8	3
Post-Master's	7	1	10	
Doctorate	5	1	10	

University of California, Los Angeles indicates that doctoral students may exempt course if they have an MLS

The most common method for exemption is evidence from a transcript and/or syllabus, completing "approved" projects, from another program, written examination or a combination of approvals from the dean, committee or advisor. Frequently all of these options were indicated as being available to the student. Other methods reported included oral examinations, appropriate experience and substitution of selected courses--the latter from ALA accredited programs only.

Table III.17: Methods of Exempting Required Courses, 1985-1986

Method	ALA-ACC	Not-ACC
Written Examination	19	2
Transcript from Other School	38	3
Approval of Advisor/Faculty	30	1
Other	10	2

In programs which provide for the exemption of required courses, fifteen allow the exempted courses to count toward the master's degree, three toward the post-master's and five toward the doctoral. More frequently, schools do not provide credit for exempted courses. Table III.18 presents the data related to this question.

Table III.18: Credit Gained Through Exemption of Required Courses, 1985-1986

	ALA-ACC		Not-ACC	
Program	Yes	No	Yes	No
Master's	15	33	1	3
Post-Master's	3	8		
Doctorate	5	4		

NC Central sometimes if student challenges course through registration

Table 19 displays the data related to the number of courses which the may be exempted in programs reported in this survey.

Table III.19: Number of Courses which may be Exempted, 1985-1986

Number of Courses	Program		
	Master's	Post-Master's	Doctoral
1	3	3	
2	4		1
3	5		
4	6		1
5	3		
6	5		1
7			
8	1		
15	1		
18	1		
No Limit	3		
Varies	2		1

Included in the responses were indications also that the number of courses exempted from the program was determined by the director, one school indicated that it depended upon the experience base of the student, and another indicated "yes", but no specific number has been determined.

Transfer of Credit Hours

Respondents were asked whether or not they allowed for transfer of credit hours into the various degree programs which they provide. Table III.20 presents the data related to their responses.

Table III.20: Credit Hours Transferred, by Program, 1985-1986

Hours	Ugr	Master's	P-Master's	Doctorate
3		2		
4				1
6	2	16		4
8		1		
9		2		
12	2	2		3
16		1		
30				1
60	1			
90	1			

Two schools with undergraduate programs and two with doctoral programs indicated that the amount of credit which a person might transfer into the programs varies, but no ranges were given. Dalhousie indicated that a maximum of one academic year's study can be transferred.

Table III.21: Extent to Which Schools Accept Credit From Programs not Accredited by ALA, 1985-1986

Accredited Program	Accept Non-ALA	Not Accept Non-ALA
Yes	15	40
No	5	1

Some respondents indicated that credits from non-ALA accredited programs would be accepted, but not Library and Information Science courses.

Thesis, Papers or Projects

Respondents were asked to comment on their requirements for a thesis or other culminating project for their degree requirements. Table III.22 presents their responses.

Table III.22: Thesis Options, by Number of Schools, 1985-1986

	ALA-ACC		Not ALA-ACC	
Program	Required	Optional	Required	Optional
Master's	12	31	0	5
Post-Master's	16	6	1	

Field Work

Supervised experience for academic or program credits, known generally as Field Work, was the basis of the next series of questions. Tables III.23 and 24 present the data related to the responses. Table 23 shows the number of schools offering field work for credit, Table 24 the number of hours given for field work. A total of eleven schools indicated that field work was required and 53 that it was not required.

Table III.23: Number of Schools Offering Field Work for Credit, 1985-1986

Program	ALA-ACC	Not-ACC
Master's	50	5
Post-Master's	13	1
Doctorate	2	

Table III.24: Number of Hours Given for Field Work, 1985-1986

Number of Hours	Master's	Post-Master'	Doctoral
0	1		
0-12	1		
1	1	1	
1-2	1		
1-3	2	2	1
1-6	1	1	
2	2	1	0
2-3	4 (*1)	*1	
2-4	4		
2-8			
3	24 (*3)	5	
3-6	6	3	
3-9	1		
4	2		
4-8	1		
4-12	1		
6	1	1	

*Schools with programs not ALA accredited
Dalhousie requires work experience, but offers no credits.
Toronto requires 1/2 course.

Five accredited programs require field work of all students in the master's degree program. They are: North Carolina, British Columbia, Dalhousie (work experience may be claimed to exempt this requirement), Emporia, Montreal, Palmer (if the student has no previous work experience as a teacher), and Syracuse Bowling Green and Sam Huston require field work.

Dalhousie requires work experience as a graduation requirement but gives no credit for field work. Syracuse requires either field work or a research paper.

Schools which offer no credit for field work are British Columbia, McGill, North Texas and Dalhousie.

A number of variations, with field work as a basis, include attendance in seminars, papers related to the field work, and that field work is available only for school library media program students.

Special Requirements for Graduation

Tables 25 and 26 contain information related to any special requirements which respondents indicated are necessary for their programs.

Table III.25: Special Requirements for Graduation, 1985-1986

Program	Requirement					
	Comprehensive		Foreign Language		Other	
	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC
Master's	19	6	6		7	1
Post-Master's	4	1			2	
Doctorate	16		11		7	

Other requirements for the master's degree
Final exam or thesis-Washington
Research report-Queens and Northern Illinois
Exit interviews-Emory and Hawaii
Media Competency-Florida State

Other requirements for the post-master's degree
Oral examination and project-Wisc.-Madison
Independent study-Peabody
Research report-Queens and Hawaii and South Carolina
Defense of special project-Illinois
Specialist paper

Other requirements for the doctoral degree
Statistics-FSU
Final oral examination or dissertation defense-Illinois

Table III.26: Number of Hours Required for Thesis, 1985-1986

Number of Hours	Master's	Post-Master's
0	2	
1-6	1	1
2	3	
2-4	1	
3	10	5
3-6	3	1
4	4	
6	13	7
6-9	1	
8	1	1
9	2	1
9-15	1	
12	2	
20	1	

Prerequisites for Entering the Program

Table III.27 presents data related to the requirements made of students which enter the various programs. In addition to the prerequisites listed in the table, some schools indicated that they require letters of reference, a statement of purpose, statistics and computer science courses or competencies and various liberal arts credits for specific programs. The most frequently indicated tests required were the TOEFL for foreign students and the GRE and MAT tests generally.

Table III.27: Prerequisites for Entering Program, 1985-1986

Prerequisite	ALA-ACC	Not-ACC
Library Experience	5	
Undergraduate Library Science	2	1
Foreign Language	5	
GRE/MAT/TOEFL, etc., Tests	52	5
Interview	26	2
Other	20	3

Courses Taught Away from the Main Campus

Traditional Classroom Courses

The "Main Campus," in this report, is defined as that campus, which may be a part of a university with multiple campuses, where the school has its permanent buildings and administrative offices. "Off-Campus" includes any course offered at a branch or regional campus of the university or at non-university locations such as public libraries, business facilities, schools and other post-secondary institutions. Table III.28 contains the data reported by the respondents.

Thirty-three schools with accredited programs offered one or more courses away from the main campus in 1985-1986, while twenty-four did not. Four of schools without accredited programs reported that they had taught one or more courses off-campus.

Two hundred eighty-nine courses were offered off-campus as compared to two hundred twenty-seven last year. Nine schools provided 60% of the courses. The most active schools were Indiana, Long Island, and Kent State.

Approximately 46% of the courses were required courses for the master's degree and 54% were electives. Columbia, Rutgers, and Southern Connecticut indicated that the courses offered were restricted to post-master's degree students and no school offered a course for the doctoral degree away from the main campus.

Approximately 54% of the courses were taught by regular faculty with the remainder having been taught by adjunct faculty. This compares to approximately 78% of the courses taught on the main campus under regular faculty and 22% with adjunct or "other" faculty.

Table III.28: Courses Offered away from Main Campus, 1985-1986

Schools	No. of Courses	Required	Elective	Faculty	
				Reg	Adj
Alabama	2	2		2	
Albany	3		3	1	2
Alberta	0				
Arizona	2	2		2	
Atlanta	0				
Brigham Young	7	6	1	7	
British Columbia	0				
Buffalo	3	1	2		3
Calif.Berkeley	0				
Calif.L.A.	0				
*Chicago State	2		2	2	
Columbia	3	3 (pm)			3
Dalhousie	0				
Drexel	0				
Emory	0				
Emporia	8	7	1	7	1

Table III.28: Courses Offered away from Main Campus, 1985-1986 (cont.)

Schools	No. of Courses	Required	Elective	Faculty Reg	Faculty Adj
Florida State	12	6	6	12	
Hawaii	0				
Illinois	1		1	1	
Indiana	32	19	13	17	15
Iowa	0				
Kent	23	10	13	4	19
Kentucky	6	3	3	4	2
Long Island	28	14	14	18	10
Louisiana	9	3	6	3	6
Maryland	1		1	1	
McGill	0				
Michigan	0				
Missouri	7	2	5	6	1
Montreal	0				
North Carolina	1		1		1
N.Car.Central	6	4	2	2	4
N.Car.Greensboro	0				
Northern Illinois	18	3	15	15	5
North Texas	0				
Oklahoma	12	7	5	8	2
Peabody	0				
Pittsburgh	3	3		1	2
Pratt	8	1	7	3	5
Queens	0				
*Rhode Island	13	8	5	3	10
Rosary	0				
Rutgers	10		10 (pm)		10
St. John's	0				
*Sam Houston	4	4			
San Jose	5	5			5
Simmons	0				
South Carolina	10	2	8	5	5
South Florida	17	4	13	13	4
Southern Conn.	7	4 (1PM)	1 (1PM)	3	4
Southern Miss.	8	2	6	2	3
Syracuse	4		4		4
Tennessee	0				
Texas**	2		2	2	
Texas Woman's	2		2	2	
Toronto	0				
Washington	0				
*Wayne State	1		1	1	

Table III.28: Courses Offered away from Main Campus, 1985-1986 (cont.)

Schools	No. of Courses	Required	Elective	Faculty Reg	Faculty Adj
Western Ontario	8	4	4	7	1
Wisc.Madison	0				
Wisc.Milwaukee	1	1		1	
Totals	289	131	158	155	127+

**Extension, not resident credits
+The number of faculty indicated by the schools do not add up to the same figure as the total number of courses indicated by them.

Table III.29: Courses Taught on Main Campus by Regular and Adjunct Faculty, 1985-1986

Schools	Number of Courses		
	Regular	Adjunct	Other
Alabama	73		
Albany	42	3	1
Alberta	29	7	
Arizona	22	3	
Atlanta	32	3	
*Bowling Green	14	5	
*Bridgewater	20	4	
Brigham Young	46	2	13
British Columbia	29	7	
Buffalo	33	5	
Calif.Berkeley	33	44	
Calif.LA	67	49	
Columbia	65	28	
*Chicago State	38		
Drexel		dna	
Emory	23	9	
Emporia			
Florida State	65	3	
Hawaii	40	5	
Illinois	48	7	17
Indiana	58	22	
Iowa	38	12	
Kent	57	12	
Kentucky	54	3	
*Kutztown	24		

Table III.29: Courses Taught on Main Campus by Regular and Adjunct Faculty, 1985-1986 (cont.)

Schools	Number of Courses		
	Regular	Adjunct	Other
Long Island	60	16	
Louisiana	55	5	
Maryland	68	17	2
McGill	28	11	
Michigan	40	4	11
Missouri	29	5	
Montreal	30	24	
North Carolina	47	13	1
N.Carolina Central	9	2	
N.Carolina-Greensboro	40	7	
Northern Illinois	34	5	
North Texas	dna		
Oklahoma	24	13	5
Peabody	24	7	2
Pittsburgh	165	42	
Pratt	24	11	1
Queens	17	3	
Rhode Island	36	4	
Rosary		dna	
Rutgers	86	22	
St. John's	45	3	
*Sam Houston	10	1	
San Jose	19	5	
Simmons	88	24	1
South Carolina	57	7	
South Florida	43	4	
Southern Conn.	45	14	
Southern Miss.	61	22	
Syracuse	46	9	6
Tennessee	72	45	
Texas	67	15	
Texas Woman's	71	13	
Toronto	49	10	
Washington	46	14	
*Wayne State	25	23	1
Western Ontario	75	9	
Wisc.Madison	55	15	
Wisc.Milwaukee	60	9	
Totals	2700	676	61

Telecommunications Delivery

South Carolina was the only school using open circuit television broadcasting to deliver two courses. South Carolina (4 courses) were joined by Indiana (1 course), and Wisconsin-Milwaukee (2 courses) as the only three schools offering courses using one-way video and two-way audio (interactive). Emporia indicated that two courses were offered using two-way audio and LSU indicated that two-way audio courses were to be delivered in the Spring 1987 semester. These account for the only use of telecommunications to delivery "off-campus" course work.

Individual Course Offerings

Table III.26 presents data related to the provision of courses by the respondents.

Categories have been coded as follows:

A = Undergraduate credit only
B = Undergraduate or Master's credit
C = Master's credit only
D = Master's or Post-Master's credit
E = Post-Master's credit only
F = Post-Master's or Doctoral credit
G = Doctoral credit only

Table III.30: Courses Listed in College Catalog by Level and Academic Year, 1985-1986

Schools	Courses		%	Courses Restricted to:						
	Listed	Taught	Taught	A	B	C	D	E	F	G
Alabama	73	73	100	1	7	17	45	3		
Albany	59	46	78	3	9		46			
Alberta	53	36	68		4	49				
Arizona	35	25	71		3	0	33			
Atlanta	35	35	100			34		1		
*Bowling Green	24	16	66	4	7	5				
*Bridgewater	24	24	100		11		13			
Brigham Young	32	29	91	6		26				
British Columbia	48	48	100			48				
Buffalo	44	41	93				38			12
Calif.Berkeley	52	52	100	3	2		46			1
Calif.LA	90	90	100	5		6	76			3
*Chicago State	38	38	100	2	17	19				
Columbia	80	80	100			9	68			2
Dalhousie	40	40	100	4		36				
Drexel	87	87	100	29		4	54			1
Emory	48	32	66			6	24	2		
Emporia	83	83	100	9		74				
Florida State	65	65	100	4	7		42			12
Hawaii	45	45	100	2		43				
Illinois	65	65	100		13		58	2		6

Table III.30: Courses Listed in College Catalog by Level and Academic Year, 1985-1986 (cont.)

Schools	Courses Listed	Courses Taught	% Taught	Courses Restricted to: A	B	C	D	E	F	G
Indiana	60	80	133		20		54			6
Iowa	32	32	100	1	7	24				
Kent	55	55	100		4		51			
Kentucky	49	39	80		13		36			
*Kutztown	24	24	100	11	3	10				
Long Island	48	48	100		3		45			
Louisiana	43	34	79			34				
Maryland+	72	61	85	6	2	3				2
McGill	44	39	87			39				
Michigan	55	55	100			51				4
Missouri	46	35	76	10	13	22				
Montreal	59	44	75			44				
North Carolina	64	60	94	3	4		49			4
N.Car.Central	38	38	100		8	18	12			
N.Car.Greens	46	46	100		20	26				
Northern Illinois	55	55	100	12	14	29				
North Texas	50	50	100		10	40	(open to all)			
Oklahoma	43	43	100	3			43			
Peabody	36	36	100		5		31			
Pittsburgh	146	146	100	26			92		26	2
Pratt	66	32	48		1		30	1		
Queens	35	35	100					35		
*Rhode Island	45	45	100			5	38	2		
Rosary	50	50	100				50			
Rutgers	90									29
St. John's	50	33	60		3	4	43			
*Sam Houston	33	24	73			24				
San Jose	35	35	100		2	33				
Simmons	65	62	95	44			12			6
South Carolina	62	62	100		5		57			
South Florida	47	51	109	3	6	42				
Southern Conn.	119	103	87	29			59-15++			
Southern Miss.	62	62	100	6	14	42				
Syracuse	61	53	87	5	12	43				1
Tennessee	49	50	102	3	7	40				
Texas	82	48	59	3			79			
Texas Woman's	87	87	100	17			52			18
Toronto	86	57	66			53				4
Washington	56	56	100	3	2	51				
*Wayne State	42	22	52		12		28	2		
Western Ontario	68	68	100			51				17
Wisc.Madison	50	40	84	14			36			
Wisc.Milwaukee	52	52	100	2	17		33			

+All courses are available to doctoral students with permission of Doctoral Committee

++15 taught in Graduate Instructional Technology

Courses Cross-Listed with Other Units

Table III.31 contains data related to those courses indicated by the respondents as being cross-listed with some other units in their respective institutions. Many of the responses were such that it was difficult to impossible to determine the extent to which the school or the other unit had primary responsibility for teaching the various courses. The list, therefore, contains a description of the units with with there appears to be cross-listing of courses.

Table III.31: Courses Cross-Listed with Other Units of Instruction, 1985-1986

Schools	Courses	
	Number	Academic Units
Alberta	1	Education
Arizona	4	Agriculture
		Education
		Music
Atlanta	2	Education
Buffalo	1	Higher Education
Calif.LA	1	Latin Am. Research
	1	African Bib.
	1	Manage. Accnt.
	1	Ethnic Bib.
	1	Folklore Archive
*Chicago State	1	Education
Clarion	1	Communication/Comp. Science
Dalhousie	4	Education
Illinois	2	Educational Psy
		African Studies
Iowa	3	Education
		English/Education
		Journalism/Education
*Kutztown	2	AV Communications
Kentucky	2	Communications
Louisiana	3	Computer Science
Maryland	1	Education
Michigan	5	Education
		History
		History of Art
		Music
Missouri	1	Education
North Carolina	3	Computer Science
Northern Illinois	1	Curric./Instruct.
Oklahoma	2	History
		Education
Peabody	3	Teaching/Learning

Table III.31: Courses Cross-Listed with Other Units of Instruction, 1985-1986 (cont.)

Schools	Courses	
	Number	Academic Units
Pittsburgh	2	Music Information Science
Rosary	1	Special Education
St. John's	5	Education and Human Services
Simmons+		
Southern Miss	10	Education
Syracuse	2	Geography Education
Tennessee	2	Curric./Instruct.
Texas	8	History Latin Am. Stds. English Art History
Toronto	8	Education
Washington	1	Public Affairs
*Wayne State	13	Education Instruct. Tech. History
Wisc.Madison	4	History Curric./Instruct.
Wisc.Milwaukee	5	Curric./Instruct. History

+Students in Children's Literature and Communications often take courses in the program

Curriculum Committees

A total of fifty-six schools with accredited programs indicated that they have a standing curriculum committee with only one school indicating that they did not have such a committee. Five schools with programs not accredited by ALA indicated a standing committee and only one without a committee.

Respondents were asked to describe the composition of their standing committees on curriculum. Table III.32 presents the data related to their responses.

Table III.32: Curriculum Committee Members by Categories, 1985-1986

Categories of Members	Programs ALA-ACC	Not-ACC
Faculty	55	5
Staff	10	
Students	48	4
Alumni	9	1
Practitioners	8	2
Others	2	1

Table III.33: Curriculum Committees, by Composition, 1985-1986

Committee Composition	Programs ALA-ACC	Not-ACC
All faculty	5	
Faculty only	5	
Faculty and students	28	3
Faculty, students, alumni	5	
Faculty, students, and Dean/Director	1	
Faculty, students, staff	5	
Faculty, students, practitioners	3	1
Faculty, students, staff, alumni	1	
Faculty, students, advisory council	1	
Faculty, alumni, practitioners, advisory council, input from student comm.		1
Faculty, students, staff, alumni, practitioners, Others	2	

Curriculum Changes

Table III.34 contains information related to changes made in curriculum within the last year. Following the table are specific changes as indicated by the individual schools.

Table III.34: Curriculum Changes Made within the Past Year, 1985-1986

Type of Changes	No. of Programs Reporting that Change	
	ALA-ACC	Not-ACC
New Courses Added	32	6
Courses Dropped	23	2
Added new programs	6	1
Revised Total Curriculum	2	
Revised Specific Curriculum Areas	13	2
Taught Experimental/Trial Courses	18	
Other Changes	13	

Specific Changes

Listed below are the specific courses and programs indicated by the respondents. Note that there may be more than one title alike since each school's list was copied as written on the questionnaire.

New Courses

Foundations of the Profession

- Current Issues and Trends in Library and Information
- Information in Society
- Introduction to Information Transfer
- Special Topics in Library and Information Studies III
- Seminar I and II (to permit visiting faculty to develop course in their speciality
- Current Trends
- Policy Issues in Information Studies
- Linguistics for Information Studies
- Information in the Public Policymaking Process
- Mass Communication Theory and Research

Research

- Qualitative Research Methods

Services

- Information Policy
- Adult services
- Information Policy
- Information Policy and Technology
- Information Regulation and Law

Management/Types of Libraries

Records Management
Records Management
Rare Book Librarianship
Law Library Administration
Study of [Archives] Milieu (ugr)
Archives and Records Management
Management of Automated Systems in Libraries
Special Librarianship
Genres of Fiction, the Reader, and the Public Library
Decision Making for Library Management
Microcomputers in Library Administrative Functions and
Services in Public Libraries
Services in Special Libraries

Selection/Evaluation

Principles of software evaluation
Management and Use of Collections (1st year)
Management and Use of Collections (2nd year)
Collection Development
Multi-Media Materials and Services in Libraries
Materials for Adults

Technology

Micrographics
Introduction to Expert Systems
Introduction to Programming
Evaluation of Software
Records Management and Micrographics
Professional Communication/computer fundamentals
Advanced use of Micros in Library and Information Science
Microcomputer Technology in Use in Libraries
LISP
Information and Computer Literacy
Library Automation

User Services

Studies of Reading Patterns
Women's Issues in Library and Information Science
Cognitive Aspects of Information Use

Bibliography/Reference

Business Information Sources
Online Business Information
Information Networks
Business Information Sources
Repackaging Information
Business Information Sources
Information Sources and Services
Legal Bibliography and Reference

Introduction computer-based information services
Specialized Bibliography and Reference
Computer-Based Reference Systems
Computer-Based Information Services. Case Studies
Business Information Sources
Legal Databases Online
Information Environment (ugr)
Information Sources and Services (1st year)
Information Sources and Services (2nd year)
Bibliographic Data Bases
Searching for Information
Information Storage and Retrieval
Bibliographic Data Base Command Languages
Assessing Information Needs
Scientific and Scholarly Communication

Cataloging/Technical Processes

Indexing and Abstracting
Classifications
Descriptive Cataloguing of Special Material
Indexing and Abstracting
Diffusion, Conservation and Restoration (ugr)
Abstracting and Indexing
Structure and Organization of Subject Lists
Text Analysis (ugr)
Major Classification Systems
Subject Approach to Information
Automated Text Analysis
Indexing and Abstracting: Theory and Practice
Subject Cataloguing and Classification: Theory and Practice
Advanced Cataloging and Classification
Data Base Management Systems
Cataloging for Large Libraries
Cataloging for Small Libraries
Information Retrieval Theory
Information Indicators
Serials Control Systems

School Library Media Programs

The Instructional Role of the School Librarian
School Library Media Programs and Resources
School Library Practicum
Administration of School Library Media Systems
Administration of School Library Media Centers
Media Resources for Teachers
School Library Media Program

Children's/Young Adults' Literature and Services

Library Services for Children and Young Adults
Special Studies in Children's Literature.

Other

- Seminar in Teaching and Academic Life
- Ph.d Reading Courses (2)
- Book Design

Courses Dropped

Foundations of the Profession

- History of Books

Management/Types of Libraries

- Evaluation of Information Services
- Planning Library Services
- Seminar in Fine Arts Librarianship
- Academic and Research Libraries
- Public Libraries
- Special Libraries
- Public Relations
- Planning, Evaluation, and Control of Library and Information Services
- Political Environment of Library and Information Service Management

Technology

- Micrographics

Research

- Empirical Research Methods (apparent title and content change, dropped from one program and added to another in the same school)

User Services

- Ethnic Groups and Libraries

Bibliography/Reference

- Descriptive Bibliography
- Health Sciences Information Systems
- Application of Bibliography to Textual Studies
- Information Search Strategies
- Recorded Information: Professional Aspects (content integrated into another course)
- Theory of reference and bibliography (replaced by specialized bib course)
- Reference and Bibliographic Services (replaced by computer-based course)
- Literature of Science
- Literature of Humanities
- Literature of Social Science

Sources in the Humanities
Sources in the Social Sciences
Sources in Science and Technology
Art and Pictorial Sources
Interdisciplinary Bibliographic Studies
Comparative Analysis and International Studies
Information Resources for Non-Print Media
Scholarly Communication (apparently title and content changed, dropped from program in the school and added to another)

Cataloging/Technical Processes

General Subject Analysis
Media Control
Selection
Developments in Cataloguing and Classification I
Developments in Cataloguing and Classification II
Cataloging Non-Print Media
Subject Cataloging
Cataloging-Description
Serials Control Systems (dropped from one program, but added to another in the same school)
Document Control and Delivery

School Library Media Programs

School Media Programs
Supervision of Instruction in Media Programs

Children's/Young Adults' Services

Library Services to Children and Young Adults
Library Service and Resources for Young Adults
Library Services for Children
Library Services for Young Adults
The School Library Media Center

Instructional Media Design and Production

Advanced Production
Instructional Media
Instructional Photography
Instructional Video and Film Production
Non-Print Media (apparent title and content change, dropped from one program and added to another in the same school)
Film: Form, Content and Use (dropped from one program and added to another in the same school)

Other

Fine printing

Experimental Courses

Foundations of the Profession

National Information Policy
Human Factors (?)
Libraries and the Political Process
Censorship in Libraries

Management/Types of Libraries

Library System Analysis
Marketing Information Services
Library Personnel Management and Communication
Medical Information Science
Library Space Planning and Management
Genres of Fiction, the Reader and the Public Library

Technology

Computer Applications to Libraries: Problems and Trends
Computer Literacy
Computer programming for Library Application
Microcomputers in Information Processing
Microsoftware for Library and Information Professionals
Microcomputers in Small Libraries

User Services

Services of User Education
Design and Evaluation of User Education
The Individual Reader in the Information Age
Libraries and the Adult Learner (with Dept. of Education)
Adult Recreational Literature
Bibliographic Instruction
Health Information for the Informed Consumer
Studies in Reading Patterns
Women's Issues in Library and Information Science
Human Information Processing

Bibliography/Reference

Bibliometrics
Canadian Federal Official Publications

Cataloging/Technical Processes

Online Cataloging Systems
Subject Classification: Problems and Trends
Design and Construction of Data Bases for Libraries
Data Base Principles
Principles of Information Retrieval
Advanced Subject Analysis

School Library Media Programs

Children's/Young Adults' Services

Planning Programs for Children
Storytelling
Children's programs in Public Libraries for LTAs

Other

Interpersonal Communications
Book Design

New Programs

Computers and Information in Arts and Humanities (non-degree)

MLS/MA in Comparative Literature
Dual Masters' with Education
Cooperative joint masters with Slavis Languages and Literature
Multi-disciplinary Ph.D.

Areas of Curriculum Revised

Literature for Adolescence moved to masters level only
Oral Presentation of Children's Literature moved to masters level only
Changed 9 two- and one-credit courses to the standard three-credit status
Moved Basic Information Sources and Cataloging/Classification from the prerequisite level to Master's Degree level
Cataloging and Classification made a required course
Revised requirements of information science program
All faculty engaged in extensive curriculum review during 1985/86
12-hour core reduced to 6 hours and content distributed into 3 3-hour courses
Program review of the school library media
All programs under review
Foundations of Librarianship to Management of Libraries and Information Services
Implemented Information Studies and Technology throughout curriculum

Other Changes

Changed structure of curriculum
Content of individual courses changed
Merge Selection and Collection Development
Added Law Librarianship Speciality
Several Courses renamed and renumbered but content essentially the same

8 courses renumbered and renamed with new course descriptions (primarily related to integration of info technology

Discussing compulsory 3 course "concentration" at minimum

Undergraduate concentration of 24 credits in Training and Development as part of university BS degree in Liberal Studies

All numbers changed due to undergraduate program to start in fall of 1987

Courses designated as "First-Year electives" incorporated with other elective offerings.

Core courses changed from 2 courses of 6 hours to 3 courses of 4 hours.

Special topics courses combined into one course

Under Consideration

Table III.35 contains the data as reported by respondents related to curriculum changes under consideration. Following the table is a list of the specific changes indicated by the respondents.

Table III. 35: Curriculum Changes Under Consideration, 1985-1986

Category of Change	Number of Schools	
Integrated core	5	
Sixth year-Post-Master's	2	
Doctoral program	4	
Two-year Master's program	3	
Other joint Master's programs	3	1 non-acc
Others	26	1 non-acc

Specific Changes

Eleven schools indicated a general review of curriculum is planned

Expanded MLS from 36 to 45 credits with specializations in School Library Information Services Management, General Librarianship, and Archives/Records Management. A new 45 credit MS with specializations in Information Policy, Health Sciences Information Resources Management, and Systems Design and Management. Both with a common 15 credit core. Planned for 1988. Also an interdisciplinary PH.D. in Information Science with cooperation from seven other units including Information Science and Policy, Business, Public Administration, Psychology, Communication, Computer Science, and Education. Planned for 1989.-Albany

Add a doctoral program-Buffalo

Add undergraduate major-Berkeley

Change research course from four classes in three semesters to two classes in two semesters with no change in credit hours-Brigham Young

Plan to offer one course each with Law and Business Administration. Two stage curriculum revision being implemented which does not represent a total change with the curriculum, rather a result of a redefinition of the required "core" and an integration of computer technology with all course content.-Dalhousie

Add Information Management Program-Florida State

Redirection of school's curriculum-Michigan

Increase master's from 36 to 42 credits eliminating 7 hours of prerequisites-Emporia

Reduce core from 12 to 6 hours, add Information Science track and change degree from MSLS to MS.-UNC-Chapel Hill

Master's Degree in Information Science-NC-Central

Initiating a post-master's certificate program for school library media supervisors-UNC-Greensboro

Master of Communication and Information Studies and undergraduate program in Information Studies-Rutgers

New courses in Archives and Law, pursue dual degrees with Government and Politics, History, Sociology, and Spanish-St.Johns

Change from 38 to 42 units in master's and develop joint degrees with Education and Business-San Jose

Master's in Information Management and undergraduate program in Instructional Technology-Southern Connecticut

Moving to semester system and working toward undergraduate information science program-Tennessee

Master's in Information Science-Toronto

Post-Master's Diploma Program in Information Science-Western Ontario

Nine credit specialization in law librarianship with law school, changing required computer-based course sequence, advanced courses in management, adding research as integrated into required courses or as a separate course-Wisconsin-Madison

Concentration in Health Sciences Librarianship-Wisconsin-Milwaukee

Joint degree with Radio and TV-Chicago State

INCOME AND EXPENDITURE

Fred W. Roper

This section of the report provides a descriptive analysis of the data pertaining to the financial status of ALA-accredited schools of library and information science. Although reports were received from seven of the schools which do not hold accreditation, only four presented complete and usable financial data. Each category of response is reported separately.

Of the 60 eligible ALA-accredited schools, only 55 submitted complete financial data. Of these, one was not received in time to be included in the narrative; the figures are included in Tables IV-19, IV-20, and IV-21. One additional survey which contained incomplete data was not included in the narrative summary but is included in the listing for all schools. The five schools which did not return the financial section of the report are listed in the complete tables of income and expenditures, Tables IV-19 and IV-20, and in institutional benefits, Table IV-21.

The 1986 report contained new numbering for tables in the financial section, and the same numbering has been used in 1987. In order to enable the reader to make easy comparisons of the present data with those of previous years, a conversion chart for the same tables in earlier report years is again presented as Appendix I.

FUNDING: AMOUNTS AND SOURCES

A total income of $42,645,479 was reported by the 54 schools; this represents an average income of $789,731, as shown in Table IV-1. Funding for the schools ranged from a high of $3,154,847 to a low of $259,913. The median income in 1985/86 was $675,411.

Table IV-1

EIGHT-YEAR FUNDING LEVELS

Year	N	Total Income	Average Income	Increase
1978/79	55	$ 29,673,014	$ 539,509	10.7%
1979/80	57	31,670,446	555,622	3.0
1980/81	68	38,722,203	569,444	2.5
1981/82	65	39,610,756	609,396	7.0
1982/83	61	40,646,371	666,334	9.0
1983/84	64	43,749,612	683,588	2.6
1984/85	56	40,026,720	714,763	4.6
1985/86	54	42,645,479	789,731	10.5

(N = Number of schools reporting total income)

The average income continues to increase; however, in 1985/86, the rate of increase substantially improved over that of the previous two years. The increase in the average income was 10.5 percent--the highest increase since 1978/79 and only the fourth increase over 4.6 percent in the eight year period. A review of the percentage of increase or decrease for individual schools is reported in Table IV-2.

Table IV-2

PERCENTAGE OF INCREASE/DECREASE IN INCOME

N = 52

Percentage	Increase	Decrease
1-5	10	12
6-10	9	3
11-15	6	2
16-20	3	1
21-25	1	-
26-30	-	-
31-35	4	-
36-40	1	-

The majority of schools receiving increases continues to fall in the 1-10 percent range, with slightly more in the 1-5 percent range in 1985/86 (1984/85: more in the 6-10 percent range). Of concern is the considerable increase in the number of schools with decreases in their budgets. In 1985/86, 18 schools reported decreases ranging from 1 to 17 percent (1984/85: 11 ranging from 1-20 percent). Of the 18 schools reporting decreases, 12 were in the 1-5 percent range.

The frequency distribution of the total income for ALA-accredited schools is contained in Table IV-3, which shows an increase of three schools reporting incomes over $1,000,000 (14 in 1985/86; 11 in 1984/85). At the lower end of the spectrum is a considerably lower percentage of schools reporting incomes under $600,000: 44 percent in 1985/86 as opposed to 52 percent in 1984/85.

Table IV-3

FREQUENCY DISTRIBUTION OF TOTAL INCOME

N = 54

$ 3,100,000+	1
3,000,000+	-
2,900,000+	-
2,800,000+	-
2,700,000+	-
2,600,000+	-
2,500,000+	-
2,400,000+	-
2,300,000+	-
2,200,000+	-
2,100,000+	-
2,000,000+	-
1,900,000+	-
1,800,000+	-
1,700,000+	2
1,600,000+	-
1,500,000+	1
1,400,000+	1
1,300,000+	1
1,200,000+	2
1,100,000+	5
1,000,000+	1
900,000+	1
800,000+	2
700,000+	7
600,000+	6
500,000+	4
400,000+	12
300,000+	7
200,000+	1
100,000+	-

In Table IV-4, the sources of funds for member schools are described for the eight-year period 1978/79 - 1985/86. Although the largest percentage of funding continues to come from the parent institution, there has been a slight decrease in that percentage. This decrease is consistent with the pattern established in 1982/83 after the high established in 1981/82. Only in 1984/85 has there been any increase in the percentage of funding from the parent institution. The percentage of federal funding continues the decline which has been consistent since 1978/79. On the other hand, the percentage of income from "other" sources reached its highest level in the eight-year period--from 2.96 percent in 1978/79 to 7.10 percent in 1985/86.

Table IV-4

SOURCES OF FUNDS, 1978/79 - 1985/86

Parent Institution				Federal Funds		Other	
Year	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total
1978/79	55	$ 459,025	85.08	$ 64,513	11.96	$ 15,836	2.96
1979/80	57	486,157	87.50	43,982	7.90	25,572	4.60
1980/81	68	500,008	88.67	40,871	7.25	23,008	4.08
1981/82	65	553,696	90.85	29,731	4.87	25,968	4.28
1982/83	61	584,903	87.78	47,614	7.15	33,817	5.07
1983/84	64	597,431	87.40	42,028	6.15	44,129	6.45
1984/85	56	634,794	88.81	39,585	5.54	40,384	5.65
1985/86	54	691,888	87.61	41,738	5.29	56,105	7.10

Table IV-5 depicts the frequency distribution of income from the parent institutions in 1985/86. These figures ranged from a high of $2,668,361 to a low of $255,313. Only two schools reported support from the parent institution in amounts under $300,000 as opposed to four schools in 1984/85 and ten schools in 1983/84. Only ten schools reported support in amounts under $400,000 as opposed to 13 in 1984/85. Conversely, ten schools reported support in amounts over $1,000,000 as opposed to only five in 1984/85. Of these ten, eight schools were from the United States and two from Canada.

Table IV-5

FREQUENCY DISTRIBUTION OF INCOME FROM PARENT INSTITUTION

N = 54

$ 2,600,000+	1
2,500,000+	-
2,400,000+	-
2,300,000+	-
2,200,000+	-
2,100,000+	-
2,000,000+	-
1,900,000+	-
1,800,000+	-
1,700,000+	1
1,600,000+	-
1,500,000+	1
1,400,000+	-
1,300,000+	-
1,200,000+	1
1,100,000+	2
1,000,000+	4
900,000+	1
800,000+	4
700,000+	2
600,000+	9
500,000+	4
400,000+	14
300,000+	8
200,000+	2
100,000+	-

Schools were again asked to indicate if there was any special basis for receiving funding from the parent institution, such as FTE, credit hours generated, or head count. Table IV-6 provides the responses from the ALA-accredited schools.

Table IV-6

BASIS FOR FUNDING FROM PARENT INSTITUTION

	YES
FTE	13
Credit Hours	13
Head Count	7
Other	15

(Does not add up to 54. Not all schools responded and some schools indicated more than 1 basis.)

Although fewer schools reported federal funding in 1985/86, the average amount increased approximately $5,000. Even so, the amount of federal funding available has decreased significantly from the high of $98,561 in 1978/79 and continues to point up the necessity for locating alternative forms of additional funding.

Table IV-7

AVERAGE FEDERAL FUNDING, 1978/79-1985/86
(Excludes those who reported no federal funding)

Year	Number*	Average Amount
1978/79	36/55	$ 98,561
1979/80	39/57	64,149
1980/81	41/68	56,738
1981/82	39/65	49,552
1982/83	35/61	82,984
1983/84	44/64	61,131
1984/85	41/56	54,068
1985/86	38/54	59,312

*Indicates actual number of schools receiving funds/total number reporting.

The range of federal funds in 1985/86 went from a high of $275,003 to a low of $1,952 (1984/85: $293,449 to $475). The median federal funding in 1985/86 was $28,000 (1984/85: $21,785). Table IV-8 reports the frequency distribution of income from federal funding.

Table IV-8

FREQUENCY DISTRIBUTION OF INCOME FROM FEDERAL FUNDING

N = 38

$ 700,000+	-
600,000+	-
500,000+	-
400,000+	-
300,000+	-
200,000+	4
100,000+	3
90,000+	-
80,000+	1
70,000+	-
60,000+	1
50,000+	2
40,000+	2
30,000+	4
20,000+	6
10,000+	8
9,000+	-
8,000+	5
7,000+	-
6,000+	-
5,000+	-
4,000+	-
3,000+	-
2,000+	1
1,000+	1
900+	-
800+	-
700+	-
600+	-
500+	-
400+	-
300+	-
200+	-
100+	-

Differences in income between schools with doctoral programs and those without continue to be examined in the present report. Table IV-9 shows that the total mean income for schools with doctoral programs continues to be more than two times as high as that of schools not offering the doctorate. It also underscores the greater dependence on funding from the parent institution for schools without doctoral programs. Schools offering the doctorate have an average of more than 15 percent of their budgets coming from a combination of federal and other sources; these funding sources represent less than nine percent of the funding of the schools without doctoral programs.

Table IV-9

SOURCES OF FUNDS FOR SCHOOLS WITH/WITHOUT DOCTORAL PROGRAMS, 1985/86

		Parent Institution		Federal Funds		Other		Total Income
Category	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Doctoral Program	21	$ 1,002,640	84.89	$ 73,002	6.18	$ 105,433	8.93	$ 1,181,075
No Doctorate	33	494,138	91.39	21,842	4.04	24,713	4.57	540,693

Income data for the ALA-accredited schools were first examined by geographic regions in 1982/83, and these data are again presented in 1985/86 according to the regional listings used by the American Library Association's Committee on Accreditation. Table IV-10 reports these data.

Table IV-10

REGIONAL DISTRIBUTION OF TOTAL AVERAGE INCOME
FOR 1985/86

		Parent Institution		Federal Funds		Other		Total Income
Region	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Canada	7	$ 910,171	94.63	$ 31,828	3.31	$ 19,790	2.06	$ 961,789
Northeast	13	833,731	83.96	69,277	6.98	90,006	9.06	993,014
Southeast	13	580,096	86.93	56,239	8.43	30,959	4.64	667,294
Midwest	11	640,292	89.84	19,591	2.75	52,830	7.41	712,713
Southwest	5	555,565	82.61	18,544	2.76	98,421	14.63	672,530
West	5	557,995	89.24	18,228	2.92	49,065	7.84	625,288

Northeastern US schools continue to receive a higher percentage of their average total income from federal funding and other sources than do their counterparts in other areas of the US. The schools in this area also continue to report the highest average incomes in the US. All regions of the US showed a reduction in federal funding with the exception of the southeast which increased from 7.54 percent to 8.43 percent of the total income. With the exception of the midwest region, all other areas showed less dependence on funding from the parent institution and a greater emphasis on "other" sources. The greatest jump came in the southwest which went from 2.49 percent to 14.63 percent of the budget represented by other sources.

EXPENDITURES: TYPES AND AMOUNTS

The 1985/86 expenditures by category for member schools are shown in Table IV-11, along with mean expenditures, ranges, and percent of total.

Table IV-11

1985/86 EXPENDITURES OVER SEVEN MAJOR CATEGORIES

N = 54

Category	Amount	Average	% of Total	High	Low
Salaries and Wages	$31,942,447	$591,527	75.79	$2,332,548	$243,350
Teaching and Admin.	4,447,970	82,369	10.55	340,000	7,900
Library	404,390	7,489	.96	105,301	949
Research	1,340,996	24,833	3.18	319,536	850
Student Aid	2,765,431	51,212	6.56	326,000	600
Continuing Education	465,248	8,616	1.11	213,847	400
Other	778,935	14,425	1.85	177,809	10
TOTAL	$42,145,417	$780,471	100.00		

A comparison of these figures with those reported for 1984/85 shows changes in certain categories: increases are noted in expenditures for Salaries and Wages, Teaching and Administration, and Research; decreases are seen in expenditures for Library Support, Student Aid, Continuing Education, and Other. Salaries and Wages showed the largest increase, 2.59 percent.

Questions relating to the library and information science library facilities were included again in 1985/86. Schools were asked to indicate if they had a separate library; whether the library received its major support from the school; whether the librarian was funded by the school; and if the library was administratively a part of the main library. Table IV-12 displays the responses.

Table IV-12

LIBRARY FACILITIES IN 1985/86

	Separate	Major Support from Library School	Funding for Librarian from Library School	Part of Main Library
Yes	28	7	8	22
No	25	35	33	10

Table IV-13 shows the amount of support given to the library by those schools which reported library support as a direct budget line.

Table IV-13

LIBRARY SUPPORT FROM SCHOOLS IN 1985/86

	Non-Personnel (N = 16)	Personnel (N = 16)
Mean	$ 25,274	$ 66,257
Median	13,498	32,492
High	105,301	290,394
Low	949	4,000

Schools were asked to indicate the allocation of salaries and wages among four categories: faculty, specialist, clerical, and students. Table IV-14 provides the distribution for all schools plus a comparison for those with and without doctoral programs.

Table IV-14

ALLOCATION OF SALARIES AND WAGES, 1985/86

	Faculty			Specialist			Clerical		Students		
	Total	Mean	% of Total	Total	Mean	% of Total	Total	Mean	Total	Mean	% of Total
All Schools (N = 54)	$25,240,806	$467,422	79.02	$2,048,472	$37,935	6.41	$2,753,651	$50,993	$1,899,518	35,176	5.95
Doctoral Program (N = 21)	13,700,807	652,419	74.99	1,605,804	76,466	8.79	1,719,232	81,868	1,244,639	59,268	6.81
No Doctoral Program (N = 33)	11,539,999	349,697	84.41	442,668	13,414	3.24	1,034,419	31,346	654,879	19,845	4.79

The figures show a considerable increase in 1985/86 in the Faculty mean: $467,422 in $1985/86 as opposed to $418,952 in 1984/85. Increases were also seen in the Specialist and Students categories. The increase in the Students category reversed the three-year decline that had been observed. Although schools with doctoral programs do allocate more of the salary budget to the Specialist and Students categories, there was very little change in the figures from the previous year.

A review of the teaching and administration expenses by category is provided in Table IV-15.

Table IV-15

TEACHING AND ADMINISTRATION EXPENSES

Category	Mean	High	Low
Supplies (N = 53)	$ 9,666	$ 36,581	$ 1,027
Communication (N = 45)	14,016	83,298	1,091
Equipment (N = 50)	18,856	150,423	400
Travel (N = 52)	8,338	50,075	439
Computing (N = 45)	11,252	53,560	120
Printing and Duplication (N = 44)	5,546	17,243	500
Dues (N = 42)	930	3,745	97
Insurance (N = 8)	12,851	101,496	9
Advertising (N = 26)	1,245	5,727	57
Other (N = 33)	20,544	133,301	475

As would be expected, equipment, communication, computing, and supplies continue to be major components of these expenses. Expenses for computing are in third place and have gained ground on the supplies category which has declined by about $700. The figures for insurance are misleading and do not represent major expenses for many of the schools. The mean is very high because of the high costs incurred by one of the eight institutions reporting.

All categories of expenditures were examined for schools with and without doctoral programs, and these results are depicted in Table IV-16.

Table IV-16

CATEGORIES OF EXPENDITURES FOR SCHOOLS WITH/WITHOUT DOCTORAL PROGRAMS IN 1985/86

	Salaries		Teaching and Administration		Library		Research	
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean	% of Total
Doctoral Program (N = 21)	$ 870,023	75.07	$117,972	10.18	$ 15,800	1.36	$ 41,768	3.60
No Doctoral Program (N = 33)	414,302	76.78	59,714	11.07	2,199	0.41	14,056	2.60

	Student Aid		Continuing Education		Other		Total
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean
Doctoral Program (N = 21)	$ 85,122	7.35	$ 4,456	0.38	$ 23,811	2.06	$ 1,158,952
No Doctoral Program (N = 33)	29,633	5.49	11,263	2.08	8,451	1.57	539,618

The percentage of expenditures allocated to the various categories in 1985/86 remained very close to the percentages in 1984/85. Increases were present for Salaries, Teaching and Administration, and Research for both categories of schools. Although doctoral programs reported an increase in the percentage allotted for Student Aid, the schools with no doctoral program reported a decrease of almost 2.5 percentage points (5.49 percent in 1985/86 and 7.93 percent in 1984/85).

Computing costs for member schools were again examined in 1985/86, and they continue to show great variation. These figures are presented in Table IV-17.

Table IV-17

COMPUTING COSTS

	Mean	High	Low
All Schools (N = 45)	$ 11,252	$ 53,560	$ 120
Doctoral Programs (N = 19)	15,321	53,560	2,734
No Doctoral Program (N = 26)	8,278	27,772	120

Schools with doctoral programs continue to have significantly higher expenditures for computing costs. Although all of the means showed increases over 1984/85, the mean for schools without doctoral programs increased only by $21. It should be noted that two of the doctoral schools reported no expenses for computing costs as a part of their regular budgets; this expenditure is provided by the institution in other ways. Of the programs with only master's programs reporting expenditures, seven reported no computing costs. Of these seven, four reported support from the institution for computing costs. The wide disparity among the schools in their ability to be able to provide students with the computer opportunities that they need continues to be disturbing.

Travel expenditures are reported in Table IV-18.

Table IV-18

TRAVEL COSTS

	Mean	High	Low
All Schools (N = 52)	$ 8,338	$ 50,075	$ 439
Doctoral Programs (N = 20)	12,120	50,075	640
No Doctoral Program (N = 32)	5,974	13,218	439

Travel expenditures in 1985/86 are very similar to those in previous years. The actual means have increased slightly for both categories of schools, but 35 of the schools report travel expenditures under $7,600.

SUMMARY

Although more schools reported budget decreases in 1985/86, the financial picture overall continues to be relatively healthy. The 10.5 percent increase in average income was the highest increase recorded since 1978/79. As has been noted each year, the lack of federal funding remains a source of serious concern.

Tables IV-19 and IV-20 present the complete income and expenditure figures for the ALA-accredited schools who responded to the survey.

Table IV-19

TOTAL INCOME AND SOURCE, 1985/1986

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Sources of Funds
Alabama	$ 652,094	$ 29,690	$ -	$ -	$ -	$ -	$ 681,784
Albany	687,891	16,000	-	-	-	5,900	709,791
Alberta	699,768	-	-	-	-	-	699,768
Arizona	469,049	-	-	-	-	-	469,049
Atlanta	294,298	117,520	-	1,000	-	-	412,818
Brigham Young	371,422	-	-	-	-	-	371,422
British Columbia	647,785	-	-	27,626	-	-	675,411
Buffalo	479,350	28,000	-	-	-	-	507,350
California, Berkeley	1,150,157	8,000	-	27,603	3,000	6,103	1,194,863
*California, L.A.	1,215,601	29,226	-	21,328	56,145	1,000	1,323,300
Catholic	-	-	-	-	-	-	-
Chicago	-	-	-	-	-	-	-
Clarion	-	-	-	-	-	-	-
Columbia	805,000	158,000	80,000	116,000	-	34,000	1,193,000
Dalhousie	456,604	-	470	2,080	3,956	36,682	499,792
Drexel	-	-	-	-	-	-	-
Emory	613,795	-	7,235	8,700	-	-	629,730
Emporia Kansas	472,529	1,952	7,905	8,600	-	1,850	492,836
Florida State	773,681	20,000	-	2,480	11,797	-	807,958
Hawaii	380,753	32,861	-	-	-	-	413,614

*Not received in time to be included in narrative.

Table IV-19 (continued)

TOTAL INCOME AND SOURCES, 1985/1986

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Sources of Funds
Illinois	792,947	67,985	1,000	33,820	117,420	100,781	1,113,953
Indiana	1,019,844	-	-	3,150	-	20,716	1,043,710
Iowa	333,594	16,000	9,846	1,813	20,524	13,450	395,227
Kent	684,234	8,000	82,952	-	1,250	3,000	779,436
Kentucky	686,540	17,393	-	-	41,251	3,000	748,184
Long Island	411,369	12,000	-	-	-	2,485	425,854
Louisiana	449,108	8,000	-	-	-	-	457,108
Maryland	1,081,899	53,535	51,565	7,968	-	65,077	1,260,044
McGill	460,057	-	-	-	-	12,568	472,625
Michigan	1,079,949	20,000	10,474	1,016	-	37,884	1,149,323
Missouri	580,364	19,006	1,500	100	-	15,942	616,912
Montreal	836,845	38,511	-	-	-	-	875,356
North Carolina	1,260,588	221,497	-	38,297	8,743	57,805	1,586,930
North Carolina Central	-	-	-	-	-	-	-
North Carolina at Greensboro	255,313	-	4,600	-	-	-	259,913
North Texas	523,021	18,106	-	-	-	1,897	543,024
Northern Illinois	334,136	-	-	-	-	-	334,136
Oklahoma	331,463	38,614	-	2,800	-	26,300	399,177
Peabody	443,247	16,000	-	27,000	-	-	486,247
Pittsburgh	2,668,361	40,000	400	65,500	115,764	264,822	3,154,847

Table IV-19 (continued)

TOTAL INCOME AND SOURCE, 1985/1986

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Sources of Funds
Pratt	362,423	2,839	-	-	-	-	365,262
Queens	358,621	-	-	-	-	3,540	362,161
Rosary	454,040	-	5,705	-	-	6,000	465,745
Rutgers	1,072,347	257,113	-	10,000	62,423	-	1,401,883
St. John's	432,352	28,000	-	-	-	-	460,352
San Jose	381,635	-	-	-	-	-	381,635
Simmons	1,150,935	87,136	10,540	57,486	16,000	62,480	1,384,577
South Carolina	604,005	8,000	5,400	18,212	11,613	2,042	649,272
South Florida	401,456	-	12,035	2,500	-	-	415,991
Southern Connecticut	527,364	-	18,739	-	-	-	546,103
Southern Mississippi	640,192	18,000	119,238	-	-	16,200	793,630
Syracuse	800,597	217,977	16,390	76,810	20,305	5,887	1,137,966
Tennessee	466,937	275,003	3,321	-	-	-	745,261
Texas	992,241	8,000	18,328	44,822	16,179	160,000	1,239,570
Texas Woman's	462,052	28,000	-	221,277	-	500	711,829
Toronto	1,728,433	-	5,061	-	15,000	-	1,748,494
Washington	506,009	50,278	10,441	17,300	122,838	58,039	764,905
Western Ontario	1,541,708	184,282	-	-	-	35,089	1,761,079
Wisconsin - Madison	814,005	36,196	-	1,250	10,052	47,855	909,358
Wisconsin - Milwaukee	477,566	46,368	-	2,279	-	13,001	539,214

Table IV-20

TOTAL EXPENDITURES, 1985/1986

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Alabama	$ 517,334	$ 54,981	$ 9,940	$ 55,750	$ -	$ -	$ 43,779	$ 681,784
Albany	655,857	43,331	3,726	8,000	950	-	-	711,864
Alberta	626,105	69,653	-	950	-	3,090	-	699,798
Arizona	465,592	30,457	-	-	-	-	-	496,049
Atlanta	273,567	45,337	42,407	42,900	-	8,615	-	412,826
Brigham Young	341,723	29,854	-	-	-	-	-	371,577
British Columbia	616,806	44,475	-	-	-	10,848	-	672,129
Buffalo	421,251	72,009	-	14,000	-	-	-	507,260
California, Berkeley	923,407	131,826	21,037	5,907	-	949	10	1,083,136
*California, L.A.	1,071,596	146,743	21,213	21,328	41,341	20,079	1,000	1,323,300
Catholic	-	-	-	-	-	-	-	-
Chicago	-	-	-	-	-	-	-	-
Clarion	-	-	-	-	-	-	-	-
Columbia	597,000	340,000	-	326,000	-	-	157,000	1,420,000
Dalhousie	415,841	44,417	3,956	32,482	-	-	-	496,696
Drexel	-	-	-	-	-	-	-	-
Emory	312,130	23,523	-	254,455	5,285	34,337	-	629,730
Emporia Kansas	446,572	27,909	-	5,450	9,755	-	3,050	492,736
Florida State	734,482	40,429	20,147	10,000	1,650	-	-	806,708
Hawaii	360,531	29,415	-	23,667	-	-	-	413,613

*Not received in time to be included in narrative.

Table IV-20 (continued)

TOTAL EXPENDITURES, 1985/1986

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Illinois	715,028	79,521	117,420	134,792	-	-	92,672	1,139,433
Indiana	780,496	74,889	-	188,325	-	-	-	1,043,710
Iowa	297,325	44,706	-	43,350	9,846	-	-	395,227
Kent	489,640	159,598	1,250	47,669	50,677	-	6,888	755,722
Kentucky	572,845	56,340	1,393	117,156	-	-	450	748,184
Long Island	400,994	24,860	-	-	-	-	-	425,854
Louisiana	378,754	70,354	-	-	-	-	-	449,108
Maryland	1,033,162	98,040	33,730	21,279	47,699	26,134	-	1,260,044
McGill	417,036	38,747	-	7,600	-	-	1,985	465,368
Michigan	722,047	137,031	-	273,303	6,098	-	-	1,138,479
Missouri	443,606	70,290	-	20,106	1,500	-	81,410	616,912
Montreal	696,308	177,069	16,640	-	-	-	14,958	904,975
North Carolina	1,005,561	153,282	-	188,428	-	-	177,809	1,525,080
North Carolina Central	-	-	-	-	-	-	-	-
North Carolina at Greensboro	243,350	11,963	-	-	4,600	-	-	259,913
North Texas	445,486	72,961	-	13,081	-	11,496	-	543,024
Northern Illinois	285,419	27,480	-	-	26,475	-	-	339,374
Oklahoma	329,611	44,922	21,844	2,800	-	-	-	399,177
Peabody	293,852	70,690	-	123,000	-	-	-	487,542
Pittsburgh	2,332,548	333,165	148,184	79,010	400	-	35,488	2,928,796

Table IV-20 (continued)

TOTAL EXPENDITURES, 1985/1986

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Pratt	286,155	59,508	2,839	16,760	-	-	-	365,262
Queens	283,741	7,900	16,000	25,400	-	9,000	3,540	345,581
Rosary	384,967	48,028	-	-	-	-	-	432,995
Rutgers	999,491	47,856	319,536	20,000	-	5,000	-	1,391,883
St. John's	267,588	109,632	34,000	46,979	2,153	-	-	460,352
San Jose	311,635	64,995	850	600	-	-	-	378,080
Simmons	819,551	265,318	103,076	121,000	7,646	53,000	4,446	1,374,037
South Carolina	427,097	196,723	15,099	5,700	2,046	-	-	646,665
South Florida	367,580	18,164	-	18,212	12,035	-	-	415,991
Southern Connecticut	462,377	55,294	3,000	-	18,739	6,692	-	546,102
Southern Mississippi	502,030	59,753	-	18,000	213,847	-	-	793,630
Syracuse	700,728	108,103	13,431	223,079	10,573	22,231	-	1,078,145
Tennessee	385,505	67,486	275,003	14,000	3,321	-	-	745,315
Texas	1,105,824	57,898	-	57,811	18,328	-	-	1,239,861
Texas Woman's	418,730	32,610	-	19,800	-	15,500	-	486,640
Toronto	1,552,154	136,230	-	-	500	59,610	-	1,748,494
Washington	473,023	72,121	15,922	70,560	10,441	-	122,838	764,905
Western Ontario	1,423,617	133,806	68,137	1,850	684	105,301	27,684	1,761,079
Wisconsin - Madison	782,695	53,759	32,429	2,960	-	32,587	4,928	909,358
Wisconsin - Milwaukee	396,693	79,261	-	63,260	-	-	-	539,214

Schools were also asked to indicate areas in which they received direct benefit and for which their budgets were not charged. Table IV-21 shows the schools reporting these additional benefits and the amounts accruing from them.

Table IV-21

INSTITUTIONAL BENEFITS

Alabama	$ -	Missouri	$ -
Albany	15,500	Montreal	-
Alberta	52,480	North Carolina	265,743
Arizona	40,000	North Carolina Central	-
Atlanta	49,096	North Carolina at Greensboro	-
Brigham Young	19,413	North Texas	6,200
British Columbia	20,384	Northern Illinois	32,785
Buffalo	37,000	Oklahoma	1,400
California, Berkeley	203,538	Peabody	-
California, L.A.	49,891	Pittsburgh	801,777
Catholic	-	Pratt	-
Chicago	-	Queens	20,000
Clarion	-	Rosary	45,350
Columbia	226,000	Rutgers	208,000
Dalhousie	10,000	St. John's	71,200
Drexel	-	San Jose	-
Emory	-	Simmons	165,191
Emporia Kansas	5,773	South Carolina	36,600
Florida State	-	South Florida	-
Hawaii	29,900	Southern Connecticut	-
Illinois	-	Southern Mississippi	-
Indiana	-	Syracuse	47,425
Iowa	62,699	Tennessee	28,000
Kent	-	Texas	-
Kentucky	81,892	Texas Woman's	-
Long Island	-	Toronto	-
Louisiana	-	Washington	13,000
Maryland	29,200	Western Ontario	-
McGill	108,975	Wisconsin - Madison	-
Michigan	108,625	Wisconsin - Milwaukee	80,800

NON-ALA ACCREDITED SCHOOLS

Although seven of the non-ALA accredited schools returned survey forms, only four provided complete data. The income and expenditure figures are presented in Tables IV-22 and IV-23. No attempt has been made to analyze them.

Table IV-22

SOURCES OF INCOME OF NON-ALA ACCREDITED SCHOOLS, 1985/1986

School	Parent	Federal	Other	Total
Bowling Green	$ -	-	-	-
Bridgewater	-	-	-	-
Chicago St.	176,095	-	-	176,095
Kutztown	-	-	-	-
Rhode Island	358,082	-	1,734	359,816
Sam Houston St.	297,234	-	14,392	311,626
Wayne	498,462	-	56,034	554,496

Table IV-23

TOTAL EXPENDITURES OF NON-ALA ACCREDITED SCHOOLS, 1985/1986

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Bowling Green	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Bridgewater	-	-	-	-	-	-	-	-
Chicago St.	162,895	4,500	2,700	6,000	-	-	-	176,095
Kutztown	128,000	2,325	-	6,800	-	-	-	137,125
Rhode Island	313,530	35,810	-	5,434	1,200	-	3,500	359,474
Sam Houston St.	281,403	27,116	-	3,110	-	-	-	311,629
Wayne	335,811	131,686	6,500	48,034	1,500	30,965	-	554,496

Appendix I

CONVERSION CHART FOR TABLES IN PREVIOUS REPORTS

Brief Title	1987	1986	1985	1984	1983	1982	1981	1980
Funding Levels	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1
Increase/Dec.	IV-2	IV-2	IV-1a	IV-1a	-	-	-	-
Freq. Dist. Inc.	IV-3	IV-3	IV-2	IV-2	IV-2	Fig. IV-1	Fig. IV-1	Fig. IV-1
Sources/Funds	IV-4	IV-4	IV-3	IV-3	IV-3	IV-2	IV-2	IV-2
Freq. Dist. Par.	IV-5	IV-5	IV-4	IV-4	IV-4	-	-	-
Funding Basis	IV-6	IV-6	IV-4a	-	-	-	-	-
Av. Fed. Funding	IV-7	IV-7	IV-5	IV-5	IV-5	IV-3	IV-3	IV-3
Freq. Dist. Fed.	IV-8	IV-8	IV-5a	-	-	-	-	-
Sources Ph.D.	IV-9	IV-9	IV-7	IV-7	IV-7	-	-	IV-5
Reg. Dist. Inc.	IV-10	IV-10	IV-7a	IV-7a	-	-	-	-
Annual Exp.	IV-11	IV-11	IV-8	IV-8	IV-8	IV-5	IV-5	IV-6
Library Facil.	IV-12	IV-12	IV-8a	-	-	-	-	-
Library Supp.	IV-13	IV-13	IV-8b	IV-6	IV-6	IV-4	IV-4	-
Sal./Wages All.	IV-14	IV-14	IV-9 rev.	IV-9	IV-9	IV-6	IV-6	IV-8
Teach/Admin Exp.	IV-15	IV-15	IV-9a	-	-	-	-	-
Exp. Ph.D.	IV-16	IV-16	IV-10	IV-10	IV-10	-	-	-
Computing	IV-17	IV-17	IV-10a	IV-10a	-	-	-	-
Travel	IV-18	IV-18	IV-10b	IV-10b	-	-	-	-
Total Income	IV-19	IV-19	IV-11 rev.	IV-11	IV-11	IV-7	IV-7	IV-9a
Total Expend.	IV-20	IV-20	IV-12	IV-12	IV-12	IV-9	IV-9	IV-10a
Inst. Benefits	IV-21	IV-21	IV-12a	IV-12a	-	-	-	-
Income/Assoc.Mem.	IV-22	-	IV-13	IV-13	IV-13	IV-8	IV-8	IV-9b

Appendix I (continued)

CONVERSION CHART FOR TABLES IN PREVIOUS REPORTS

Brief Title	1987	1986	1985	1984	1983	1982	1981	1980
Exp./Assoc.Mem.	IV-23	-	IV-14	IV-14	IV-14	IV-10	IV-10	IV-10b
Regress/Anal.	-	-	-	-	-	-	IV-5b	-
Mean Inc./Lib.	-	-	-	-	-	IV-4	IV-4	IV-4
Sals/Wages Alloc Member Schools Supp;Ph.D.;Priv/pub	-	-	-	-	IV-15	-	-	-

CONTINUING PROFESSIONAL EDUCATION

by Darlene E. Weingand

This section includes information on continuing education activities and how they were managed for the 1985-86 year. Only events which were designed and offered primarily for the audience of practicing information professionals are reported. Programming offered primarily as part of a degree program is excluded and can be found in the curriculum section of this volume.

Of the 63 library and information studies education programs which were ALA programs through any part of the 1985-86 academic year, 58 reported to this section of the questionnaire. The reply rate (92%) is a three percent increase over the previous year's response, but remains five percent below the response of two years ago. Five schools [Case Western Reserve, Catholic, Chicago, Clarion, and Southern California] did not respond to the questionnaire. [It should be noted that the library education programs at Case Western and Southern California have, or are in the process of being, discontinued.]

Of the 58 schools which responded, 44 schools (76%) indicated that continuing education events were offered during the reporting year. This represents a crop of four percent from the previous year and ten percent from two years ago.

Of the ALISE member institutions who did not have ALA programs during any portion of 1985-86, six schools responded to the questionnaire, but only one reported continuing education activities.

Table V-1 lists by the number of continuing education events offered during the 1985-86 year, the total contact hours of instruction, and the total enrollments.

TABLE V-1: Number, Duration and Enrollment of NON-CREDIT Continuing Education Events in ALA Programs, 1985-86***

School	Number of events	Clock Hours	Enrollment
Alabama	*	*	*
Albany	3	37	*
Alberta	14	14	200
Arizona**	6	6	90
Atlanta	0	0	0
Brigham Young	0	0	0
British Columbia	0	0	0
Buffalo	4	6	120

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in ALA Programs, 1985-86 (cont'd)

School	Number of events	Clock Hours	Enrollment
California - Berkeley	0	0	0
California - Los Angeles	11	*	*
Case Western Reserve	NR		
Catholic	NR		
Chicago	NR		
Clarion	NR		
Columbia	17	325	210
Dalhousie	18	26	690
Drexel	2	8	220
Emory	1	80	20
Emporia	6	34.5	184
Florida State	2	42	335
Hawaii	14	*	473
Illinois	27	78	1500+
Indiana	0	0	0
Iowa	7	28	531
Kent	0	0	0
Kentucky	3	10	240
Long Island	1	6	150
Louisiana	5	13	450
Maryland	9	140	191
McGill	32	150.5	833
Michigan	11	105	249
Missouri	8	22	200

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in ALA Programs, 1985-86 (cont'd)

School	Number of Events	Clock Hours	Enrollment
Montreal	0	0	0
North Carolina - Chapel Hill	16	44	385
North Carolina Central	41	231	790
North Carolina - Greensboro	6	54	155
North Texas	0	0	0
Northern Illinois	5	73	311
Oklahoma	*	*	*
Peabody Vanderbilt	3	24	32
Pittsburgh	3	15	10
Pratt	2	20	10
Queens	0	0	0
Rhode Island	2	14	110
Rosary	8	52	77
Rutgers	15	170	314
St. Johns	13	48	700
San Jose	0	0	0
Simmons	3	183	174
South Carolina	22	108	366
South Florida	5	225	100
Southern California	NR		
Southern Connecticut	4	52	316
Southern Mississippi	12	223.5	983
Syracuse	2	12	350
Tennessee	11	61	127

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in ALA Programs, 1985-86 (cont'd)

School	Number of Events	Clock Hours	Enrollment
Texas	9	6.3	619
Texas Woman's	4	5.5	195
Toronto	9	61.5	211
Washington	5	38.5	289
Western Ontario	0	0	0
Wisconsin - Madison	70	657.8	1759
Wisconsin - Milwaukee	13	56	355

* Missing or incomplete data
** Does not categorize CE activities in same manner as ALISE
*** Forms returned but left blank are reported as 0.
NR No Response

Table V-2 is a comparison of the number of continuing education events from 1980-81 through 1985-86. The level of activity has picked up slightly in 1985-86. The current increase in activity, from 477 to 480 represents a one percent increase from 1984-85. The drop over the six year period is 20 percent.

TABLE V-2: Six-Year Comparison of Number of Continuing Education Events offered by ALA Programs

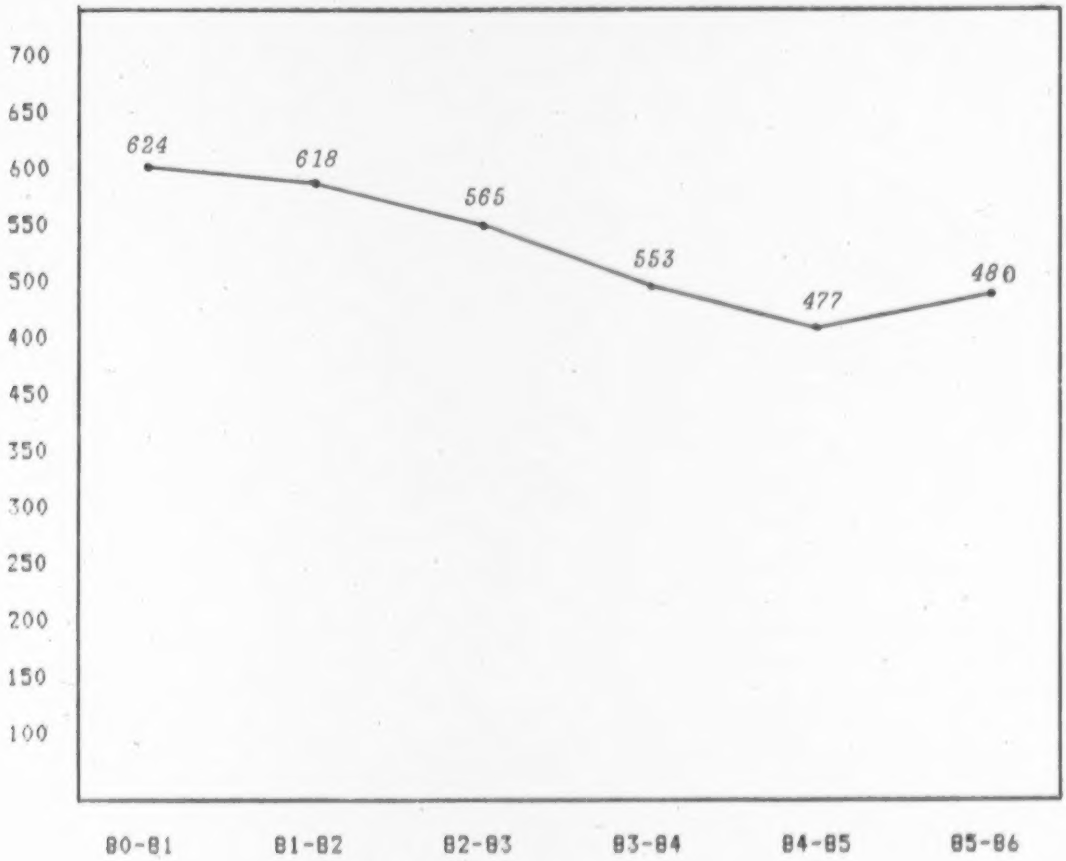


Table V-3 summarizes and compares the total continuing education activity by type with the total hours of instruction and total enrollments. A total of 480 continuing education activities were presented, occupying 3,361.35 hours of instruction to a total enrollment of 15,644. This represents a three percent decrease in the number of activities from 1984-85; a dramatic change in total number of clock hours [which the author believes represents a variance in reporting by the schools]; and a drop in total enrollment of 17 percent.

TABLE V-3: Summary of Number, Duration, Enrollment and Location of Continuing Education Events in ALA Programs*

Type of Event	No. of Schools Reporting	No. of Events Held	Total No. Clock Hours	Total Enrollment	No. Held On-Campus	No. Held Off-Campus	No. Delivered by Alternate Methods
Institute Symposium Conference Forum	27	73	793.75	4985	43	30	
Workshop	32	176	1101	4085	140	36	
Seminar	8	54	485.75	1166	50	4	
Colloquium/ Lecture	20	120	144.35	4109	120	0	
Short Courses	9	53	766.5	1181	40	13	
Tutorial	1	1	2	50			1
Semester length course	1	3	68	68			3
TOTALS		480	3,361.35	15,644	393	83	4

*Conservative figures since some date were unreported.

Table V-3 also includes location information in terms of events on or off campus, or distributed by alternative methods. A total of 393 events were held on-campus; 83 events were held off-campus; and four events were delivered by alternative methods: a tutorial teleconference by South Carolina and three semester-length [erroneously interpreted as "summer length" in previous volume] courses via teleconferencing by Wisconsin-Madison. It appears that most continuing education is still provided on-campus.

[Authors's comment: The reader will note that a number of the tables which appeared in the 1984-85 volume are missing from this year's chapter. It is the judgment of the author that the distribution of data is such that these tables would be relatively meaningless and, therefore, have been eliminated.]

Table V-4, which compares six years of data, shows changes over time in the level of activity. The major changes in types of events reported in 1985-86 were decreases in institutes and short courses and increases in workshops, seminars and colloquia. The single format that appears to have held its own in terms of numbers of schools reporting through the entire six year period is the colloquium/lecture. In terms of attendance, however, growth is occurring in the workshop and seminar formats, as well as in the colloquium format.

TABLE V-4: Six-year Comparison of Number of Continuing Education Events by type of Event in ALA Programs

Type of Event	No. of Schools Reporting						No. of Activities Held					
	80-81	81-82	82-83	83-84	84-85	85-86	80-81	81-82	82-83	83-84	84-85	85-86
Institute Symposium Conference Forum	54	48	25	26	30	27	161	121	70	64	92	73
Workshop	44	50	44	37	29	32	170	239	209	147	172	176
Seminar	18	15	15	12	11	8	52	64	58	31	40	54
Colloquium/lecture	26	27	24	24	20	20	141	123	163	184	107	120
Short courses	23	18	13	11	8	9	67	53	55	68	62	53
Tutorial				1	1	1				8	1	1
Other	11	4	5	1	1	1	33	18	10	1	3	3
TOTAL							624	618	565	553	477	480

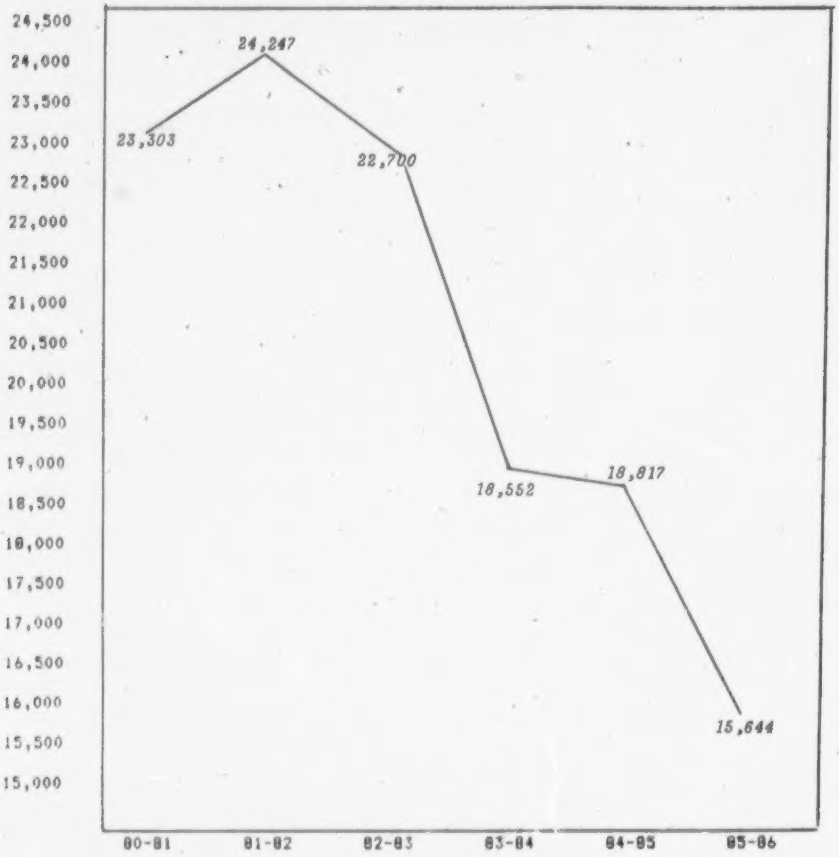
Table V-5 provides a five year comparison of enrollment by type of activity. The total enrollment has declined 17 percent since the last reporting, 35 percent since the peak year of 1981-82. The only event format showing an enrollment increase is the seminar, which is regaining some of the ground lost in the past two years. The institute et al has dropped by 47 percent over time and the workshop, which peaked between 1981 and 1983, has now reached a new low point. The short course has fluctuated over the six years and is now also relatively low.

TABLE V-5: Six-year Comparison of Continuing Education Enrollments in ALA Programs by Type of Event, 1980-86

Type of Event	80-81	81-82	82-83	83-84	84-85	85-86
Institute Symposium Conference Forum	9398	9998	5519	5410	5986	4985
Workshop	5106	8138	7014	5637	5871	4085
Seminar	2095	1556	2679	691	894	1156
Colloquium	4115	2882	6306	4815	4465	4109
Short courses	1252	1086	863	1697	1469	1181
Tutorial				270	3	50
Other	1337	597	319	32	129	68
TOTALS	23,303	24,247	22,700	18,552	18,817	15,644

Table V-6 plots the total enrollments for the six years for ease of comparison. The first three years of the period plotted holds fairly constant. Beginning in 1983, enrollments have declined sharply and this year has reached the lowest point of all years reported. This reality suggests that there are problems to be identified and addressed. Continuing education is more of an imperative for continued professional competence today than ever before, and yet the statistics are falling.

TABLE V-6: Six-year Comparison of Continuing Education Enrollments in ALA Programs



Of the 44 schools reporting continuing education activities, the following 17 schools (39 percent) awarded CEUs [a Continuing Education Unit = ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.]

Emporia
Florida State
Iowa
Kentucky
Long Island
Michigan
North Carolina Central
Rosary
Rutgers
St. John's
Simmons
South Carolina
Southern Connecticut
Pratt
Texas
Wisconsin-Madison
Wisconsin-Milwaukee

The following 27 schools did not report the awarding of CEUs.

- Albany
- Alberta
- Arizona
- Buffalo
- California-LA
- Columbia
- Dalhousie
- Drexel
- Emory
- Hawaii
- Illinois
- Louisiana State
- McGill
- Missouri
- N. Illinois
- N. Carolina
- N.C. Greensboro
- Peabody Vanderbilt
- Pittsburgh
- Rhode Island
- S. Florida
- S. Mississippi
- Syracuse
- Tennessee
- Texas Women's
- Toronto
- Washington

The total CEUs awarded were not calculated since schools reported the information differently. The reporting form will need to be clarified.

For the fourth year, information was collected on credit courses which were designed and taught specifically for practitioners who were not enrolled in any degree program. Table V-7 provides a summary of this activity. Evening courses are missing from the table as no activity was reported. Thirteen schools (30 percent of the schools reporting continuing education activities) offered a total of 68 courses ranging from one to three credit hours and having a total enrollment of 633 (a decrease of 26 percent from last year). Table V-8 gives details for each of the 13 schools reporting continuing education credit course activity during the reporting year.

TABLE V-7: Summary of Credit Course Offerings for Continuing Education in ALA Programs, 1985-86*

Credit Activity	1 credit hour	1.5 credit hours	2 credit hours	3 credit hours	Total Enrol.	On Campus	Off Campus
1-2 Wk. short course	25		8	14	341	16	2
3-4 Wk. short course	1				30	1	
5-6 Wk. course		2		1	47	1	2
7+ Wk. course			3	11	160	4	10
Weekend	2				55	2	1
Other							
TOTALS	28	2	11	27	633	24	15

*Conservative figures since some data were unreported

TABLE V-8: Credit Course Offerings for Continuing Education in ALA Programs, 1985-86

School	Type of Credit	1 Credit	1.5 Credit	2 Credit	3+ Credit	Total Enrollment
Illinois	7 wk. +				3	25
Iowa	Weekend	1				53
Kent	1-2 wk.	19		8		*
Michigan	1-2 wk.	4				54
Missouri	Weekend	1				*
NC Greensboro	1-2 wk.	2				*
Pittsburgh	3 weekends				1	*
Rutgers	5-6 wk.		2			19
	7 wk. +			3	9	135
S. Connecticut	1-2 wk.				2	74
S. Mississippi	1-2 wk.				4	90
	5-6 wk.				1	28
Texas Woman's	1-2 wk.				1	55
Washington	1-2 wk.				6	68
	Weekend	1				2
Wisconsin-Madison	3-4 wk.	1				30

*Missing data

Table V-9 summarizes the target groups to which continuing education events were directed, reported in percentages by individual schools. Most schools market their courses in their local and state areas. However, 26 schools (60 percent) seek a regional market and 15 schools (34 percent) program for a national or international audience. [It is the author's opinion that, given the expanding global community, future questionnaires should separate the national and international category into two discrete categories.]

TABLE V-9: Geographic Target Groups for Continuing Education Events in ALA Programs, 1985-86

School	% Local	% State/ Province	% Regional	% National or Internat'l
Albany	85	10	5	
Alberta	90		10	
Arizona	90	10		
Brigham Young				
British Columbia				
Buffalo	90	10		
California-Los Angeles	*	*	*	*
Case Western Reserve				
Columbia	35			65
Dalhousie	85	10	5	
Drexel	70	20	10	
Emory	*	*	*	*
Emporia		100	3	
Florida State	10	20	40	30
Hawaii	85			
Illinois	20	20	30	30
Iowa	40	50	10	
Kent	59	31	4	6
Kentucky		100		
Long Island	95	5		
Louisiana	80	20		

*Data unavailable

TABLE V-9: Geographic Target Groups for Continuing Education Events in ALA Programs, 1985-86 (cont'd)

School	% Local	% State/ Province	% Regional	% National or Internat'l
Maryland	64	24	7	5
McGill	100			
Michigan	50	30	15	5
Missouri		100		
North Carolina-Chapel Hill	60	40		
North Carolina-Central	60	40		
North Carolina-Greensboro	50	50		
Northern Illinois	90	10		
Oklahoma	75	25		
Peabody-Vanderbilt	10	40	35	15
Pittsburgh	100			
Pratt		40	60	
Queens College	*	*	*	*
Rhode Island	75		25	
Rosary	100			
Rutgers	50	35	7	8
St. Johns	75	15	7	3
San Jose	*	*	*	*
Simmons	50	30	18	2
South Carolina	40	50	10	
South Florida	50	20	20	10
Southern Connecticut		100		
Southern Mississippi	10	50	30	10

TABLE V-9: Geographic Target Groups for Continuing Education Events in ALA Programs, 1985-86 (cont'd)

School	% Local	% State/ Province	% Regional	% National or Internat'l
Syracuse	75	20	5	
Tennessee	75	20	5	
Texas	57	38	2	3
Texas Woman's	95	5		
Toronto	60	10	25	5
Washington	35	60	5	
Wisconsin-Madison	15	63	20	2
Wisconsin-Milwaukee	90	10		

The responses to the question regarding financial support of continuing education activities in individual schools are provided in Table V-10. There is a marked erosion of institutional support as less dollars are being directed toward institutional funding of continuing education and more activities are becoming dependent upon fees and grants. In 1984-85, the mean percentage for institutional support was 31.7. In 1985-86, the mean is 29.1. In contrast, the mean for support through fees in 1984-85 was 61.4 and, in 1985-86, that mean has risen to 68.5.

TABLE V-10: Sources of Financial Support for Continuing Education in ALA Programs, 1985-86

School	Institutional	Federal Funds	Fees	Contracts /Grants	Other
Albany			100		
Alberta	100				
Arizona	100				
Buffalo	90				10 (Co-sponsoring Agencies)
California-Los Angeles			100		
Case Western			100		
Columbia			100		
Dalhousie	80		5	5	10 (Self-supporting fees or travel expenses)
Drexel	10		80	10	
Emory	25		75		
Emporia			60	40	
Florida State			70	30	
Hawaii			90	10	
Illinois	20		70	10	
Iowa	15		85		
Kent			100		
Kentucky	5		90	5	
Long Island			100		

*Data unavailable

TABLE V-10: Sources of Financial Support for Continuing Education in ALA Programs, 1985-86 (cont'd)

School	Institutional	Federal Funds	Fees	Contracts /Grants	Other
Louisiana			100		
Maryland	60		40		
McGill	*		*	*	*
Michigan	50		50		
Missouri					State library
N.C.-Chapel Hill			100		
N.C.-Central	16	64	20		
N.C.-Greensboro			50	50	
Northern Illinois			100		
Oklahoma	*	*	*	*	
Peabody-Vanderbilt			100		
Pittsburgh	50		50		
Pratt			100		
Queens College	*	*	*	*	
Rhode Island			100		
Rosary			100		
Rutgers	50		50		
San Jose	*	*	*	*	
St. Johns	80		20		
Simmons	10		90		
South Carolina	15	5	80		
South Florida	80	10		10	
Southern Connecticut	60		40		
Southern Mississippi	5		95		

TABLE V-10: Sources of Financial Support for Continuing Education in ALA Programs, 1985-86 (cont'd)

School	Institutional	Federal Funds	Fees	Contracts /Grants	Other
Syracuse	50		50		
Tennessee	67		33		
Texas	19		73		8 (Endowed lectureship)
Texas Woman's	100				
Toronto	Staff salaries		all other costs		
Washington			50	50	
Wisconsin-Madison	40		60		
Wisconsin-Milwaukee	84		16		

As Table V-11 shows, most schools either negotiated fees or maintain a flat fee for outside instructors of noncredit activities. Faculty instructors of noncredit continuing education largely do so either as part of load or through negotiated compensation. There is no dominant pattern to the payment for credit instruction.

TABLE V-11: Summary of Methods of Determining Compensation for Continuing Education Program Faculty in ALA Programs, 1985-86

Method of Compensation	Number of Schools			
	School's Own Faculty		Outside Instructors	
	Credit	Noncredit	Credit	Noncredit
Negotiated	3	14	8	14
Flat Fee	6	10	7	16
Formula	5	4	4	2
Part of teaching load	5	14	0	1

Tables V-12 and V-13 provide detailed information on compensation methods for individual schools.

TABLE V-12: Methods of Determining Compensation for Non-Credit Continuing Education Faculty in ALA Programs, 1985-86

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	
Albany	x						
Alberta				x			x
Arizona*							
Buffalo		x					
California-Los Angeles	x			x			
Columbia				x			
Dalhousie				x			x
Drexel*							
Emory				x			x
Emporia	x	x					
Florida State	x	x					
Hawaii		x		x		x	
Illinois	x	x					x
Iowa		x					x
Kent				x			
Kentucky		x	x				
Long Island		x		x			
Louisiana		x					
Maryland		x			x		x

*No data provided

TABLE V-12: Methods of Determining Compensation for Non-Credit Continuing Education Faculty in ALA Programs, 1985-85 (cont'd)

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	
McGill		x					
Michigan			x	x			
Missouri							x
N.C.-Chapel Hill		x					x
N.C.-Central	x	x					
N.C.-Greensboro		x	x				
Northern Illinois	x	x			x	x	
Oklahoma							x
Peabody-Vanderbilt	x						
Pittsburgh		x					
Pratt		x					
Rhode Island		x		x			x
Rosary		x	x				
Rutgers	x	x					
St. Johns			x	x			x
Simmons	x	x					
South Carolina		x	x				
South Florida	x	x					x
Southern Connecticut		x			x		
Southern Mississippi		x		x			x
Syracuse	x	x					x
Tennessee		x	x	x			
Texas	x	x	x				

TABLE V-12: Methods of Determining Compensation for Non-Credit Continuing Education Faculty in ALA Programs, 1985-86 (cont'd)

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	
Texas Woman's		x		x			
Toronto			x	x			
Washington		x			x		
Wisconsin-Madison	x	x	x	x			
Wisconsin-Milwaukee		x					x

TABLE V-13: Methods of Determining Compensation for Credit Continuing Education Faculty in ALA Programs, 1985-86

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	
Arizona			x	x			
Florida State		x	x				
Illinois					x	x	
Iowa		x					
Kent				x	x	x	
Michigan			x	x			
Missouri		x					
N.C.-Chapel Hill	x						
N.C.-Greensboro		x	x				
Northern Illinois	x	x					
Oklahoma							x
Pittsburgh		x					
Rutgers			x	x			x
St. Johns				x			x
South Florida	x	x					x
Southern Connecticut					x	x	
Southern Mississippi			x	x			x
Texas Woman's		x					
Washington				x	x		
Wisconsin-Madison					x	x	

Most schools continued to use both their own faculty and information practitioners as the primary instructors for continuing education activities. Visiting faculty and faculty from other institutions were distant third and fourth place contenders. The least used group consisted of other faculty in one's own institution. There may be a message here, particularly as ALISE has become concerned through its conference programming with interdisciplinary connections. Perhaps continuing education coordinators and planners might be well-advised to seriously consider tapping the resources of the home institution with more frequency in order to increase visibility as well as gain additional instructional expertise.

A summary of responses is provided in Table V-14; data for individual schools may be found in Table V-15.

TABLE V-14: Summary of Sources of Faculty for Continuing Education Instruction in ALA Programs, 1985-86

*	Number of Schools				
	Not at all				To a great extent
Source of Instructor	1	2	3 —	4	5
Own Library/Information Science Faculty	7	7	12	9	9
Visiting Library/Information Science Faculty	13	7	9	4	1
Other Faculty in Own Institution	13	13	4	1	0
Other Faculty from Other Institution	14	7	11	0	1
Information Practitioners	3	2	12	6	14
Other	0	0	6	1	7

TABLE V-15: Sources of Faculty for Continuing Education Instruction in ALA Programs, 1985-86

School	Library/Info. Science Faculty	Visiting Library/Info. Sci. Faculy	Other Faculty in Own Institution	Other Faculty from Other Inst	Library/Info. Science Practitioners	Other
Albany	4	4	1	1	3	
Alberta	4	1	2	2	5	
Arizona	4	3	1	3	3	
Buffalo	1	1	1	1	5	
California-LA	3	3			3	
Columbia	2		2	3	3	
Dalhousie	1	4	1	1	5	
Drexel	3				3	3 (Non-Library)
Emory	3	1	4	3	4	
Emporia	1			5	3	
Florida State	4	2				
Hawaii	3	5				
Illinois	3	3	3	3	3	
Iowa	5	4	2	2	5	5 (Authors, illustrators, editors)
Kent	2	2	2	2	4	
Kentucky	5	1	3	1	2	
Long Island	1					5 (storyteller)
Louisiana	2	1	1	1	1	

SCALE: (Not at all) 1-5 (To a Great Extent)
*No data given

TABLE V-15: Sources of Faculty for Continuing Education Instruction in ALA Programs, 1985-86 (cont'd)

School	Library/Info. Science Faculty	Visiting Library/Info. Sci. Faculy	Other Faculty in Own Institution	Other Faculty from Other Inst	Library/Info. Science Practitioners	Other
Maryland	2	2	1	1	2	
McGill	1					
Michigan	3	1	1	3	3	3 (Doctoral students, consultants)
Missouri	5		1	1	1	
N.C.-Chapel Hill	3	1	2	2	4	
N.C.-Central	4	3	2	3	5	
N.C.-Greensboro	4	3			5	
Northern Illinois	5	3	1	3	3	
Oklahoma	*	*	*	*	*	
Peabody Vanderbilt	5					
Pittsburgh	*	*	*	*	*	
Pratt	1	1	2	1	5	
Rhode Island	3	1	1	1	5	
Rutgers	3	3	2	3	5	
Rosary	2	1	3	1	4	
St. Johns	5	3	2	2	3	
Simmons	*	*	*	*	*	
South Carolina	3	3			5	4 (consultants)
South Florida	4	4	3	3	*	
Southern Connecticut	5				5	
Southern Mississippi	5	2	2	3	3	3 (specialists)

TABLE V-15: Sources of Faculty for Continuing Education Instruction in ALA Programs, 1985-86 (cont'd)

School	Library/Info. Science Faculty	Visiting Library/Info. Sci. Faculy	Other Faculty in Own Institution	Other Faculty from Other Inst	Library/Info. Science Practitioners	Other
Syracuse	3	2	1	1	5	3 (educators, administrators)
Tennessee	5	1	2	1	1	5 (online instructors)
Texas	2	1	2	2	4	
Texas Woman's	1				5	3 (archivist)
Toronto	4	2	2	1	3	3 (PhD students & librarians)
Washington	2	2	1	1	4	
Wisconsin-Madison	4	1	2	2	5	
Wisconsin-Milwaukee	3		1	3	3	

Table V-16 shows that 26 schools (60 percent) reported that they used a school coordinator to manage either the total continuing education programs or individual activities. In addition, 26 schools reported that one faculty member (58 percent) assumed this responsibility. In 11 cases, both the school coordinator and individual faculty member categories were checked; this may indicate an overlap of responsibility and/or reporting. Also in 11 cases, both the school coordinator and a university office of continuing education were reported. This overlap suggests that the university office may serve as a resource or facilitator in a number of situations. Faculty rotation was least often utilized to coordinate continuing education, which may attest to a need for continuity.

Table V-17 provides detailed responses concerning the management arrangements in various schools. The "T" indicates responsibility for the total program; the "I" indicates responsibility for individual activities.

TABLE V-16: Summary of Methods of Administration and Coordination of Continuing Education Activities in ALA Programs, 1985-86

Method of Administration and Coordination	No. Schools	Percent
Library School Coordinator	26	60
University Office of Continuing Education	15	35
Faculty Committee	11	25
One Faculty Member Assumes	26	59
Faculty Rotate	5	[illegible]
Dean or Director	19	44

TABLE V-17: Methods of Administration and Coordination for Continuing Education Activities in ALA Programs, 1985-86

School	School Coordinator	University Office of Cont. Ed.	Faculty Commit-tee	One Fac. Member	Fac. Rotate	Dean/ Director	Assoc. Dean
Albany				I			I
Alberta			T				
Arizona	I					T,I	
Buffalo				T			
California-Los Angeles		I		I			
Columbia	T			T			
Dalhousie	I		T				
Drexel				I		I	
Emory						T,I	
Emporia	T,I	I		I			
Florida State			T	I			
Hawaii	T	T				T	
Illinois	T,I	I		I	I	T	
Iowa	T	I			I		
Kent	T	T					
Kentucky		T	T	T			
Long Island	T			T			
Louisiana State			T	I	I	I	
Maryland	I			I		I	

T = Total Program
I = Individual Activities

TABLE V-17: Methods of Administration and Coordination for Continuing Education Activities in ALA Programs, 1985-86 (cont'd)

School	School Coordinator	University Office of Cont. Ed.	Faculty Commit-tee	One Fac. Member	Fac. Rotate	Dean/ Director	Assoc. Dean
McGill			T	I		I	
Michigan	T			T			
Missouri				I		T	
N.C.-Chapel Hill				I		T,I	
N.C.-Central	T						
N.C.-Greensboro		T,I				T,I	
Northern Illinois	T,I	T,I					
Oklahoma					I		
Peabody Vanderbilt				I		T	
Pittsburgh	T						
Pratt	I	T,I					
Rhode Island			T	I			
Rosary				T			
Rutgers				T			
St. Johns		T,I			T,I	T,I	
Simmons	T		T	I		T	
South Carolina	T,I		T			T	
South Florida	T	I	T,I	I		T,I	
Southern Connecticut	T			I		I	
Southern Mississippi	I	I		I			
Syracuse	I						
Tennessee	T						
Texas	T						

TABLE V-17: Methods of Administration and Coordination for Continuing Education Activities in ALA Programs, 1985-86 (cont'd)

School	School Coordinator	University Office of Cont. Ed.	Faculty Commit-tee	One Fac. Member	Fac. Rotate	Dean/ Director	Assoc. Dean
Texas Woman's			T			T	
Toronto				T,I			
Washington	T						
Wisconsin-Madison	T	I		T			
Wisconsin-Milwaukee	T	I				I	

Non-ALA Programs

Seven schools which are not ALA programs responded to the 1985-86 questionnaire on continuing education: Bowling Green, Bridgewater, Chicago State University, Kutztown, Sam Houston and Wayne State. Only Wayne State reported any continuing education activity; the responses are given below.

No. of Events Held: 1 workshop

No. Clock Hours: 8

Enrollment: 140

Primary Geographical Groups: 90 percent local; 10 percent state

Financial Support: 5 percent institutional; 95 percent fees

Compensation for CE Faculty: Negotiated fee for outside instructors for non-credit activities; Part of load for faculty teaching in non-credit activities.

SUMMARY AND COMPARATIVE ANALYSIS

by

Jane B. Robbins

INTRODUCTION*

During 1986-1987, 575 full-time faculty members at 57 reporting schools of the 60 with master's level programs accredited by the ALA, instructed some 13,766 students (7,619 FTE), produced 3,944 graduates and instructed 15,644 enrollees in continuing education activities on an average budget of $789,731.

A table of summary statistics for the past five years, although imperfect statistically due to a variety of factors, gives a rough picture of what has been taking place in these categories.

Summary Statistics

ALISE Reporting Years

	1983	1984	1985	1986	1987
Full-time faculty	680	658	650	603	575
ALISE Schools	68	66	66	63	60
Students (head count)	12,200	12,656	13,370	12,792	13,766
Student (FTE)	6,769	7,177	7,338	7,056	7,619
Graduates	4,228	3,945	3,886	3,679	3,944
CE Enrollments	24,247	22,700	18,552	18,817	15,644
Average Budget	$609,396	$666,334	$683,588	$714,763	$789,731
Rate of increase	7.0%	9%	2.6%	4.6%	10.5%

*Note: The summary and comparative analysis considers only schools with master's program accredited by the American Library Association.

The number of schools and number of full-time faculty are declining. The number of students, both head count and full-time equivalent, as well as the number of graduates, if not rising each year, certainly are not continuously declining. CE enrollments are declining, but average budgets are rising with the rate of increase jumping nicely for 1987 at the highest rate since the 1980 reporting year (1978/79 financial data).

FACULTY

Faculty Size

The faculty section includes information from 56 of the 60 schools that had ALA accredited master's degree programs on January 1, 1987. (Last year 62 schools that met the accreditation criterion reported.)

In the 14 years for which there is readily available data on faculty size, 1974-1987, the first 13 years showed a decrease in average number of full-time faculty each year, from 11.66 from 53 reporting schools in 1974 to 9.70 from 62 reporting schools in 1986. In 1987 with 57 schools reporting, an increase of .33 full-time faculty was calculated although total number of full-time faculty continued its steady decrease.

In comparing 1983 and 1987, in both years five schools had 15 or more full-time faculty but the largest faculty size reported in 1983 was 22 (68 schools reporting) and in 1987, 29 (57 schools reporting). The largest faculty size, 29, is a full modal size larger than the next largest at 20. More than half the reporting schools had a faculty size of fewer than 9 persons, although the most common faculty size is 9. Nine (9) has been the modal faculty size since 1985. The smallest full-time faculty size is four (4).

Although the percentage of female full-time faculty members has remained quite stable, ranging from a low of 40.8 percent of 684 faculty in 1978 to a high of 44.7 percent of 572 faculty in 1987, there has been a steady increase in the percentage of female faculty members reported since 1983. Categories in which there have been noteworthy changes in male-female percentages between 1976 and 1987 are at the assistant professor level, 46 to 62.4 percent, and in the percentage of female deans and directors,19.7 to 38.3 percent.

Nine (9) appointments of executive officers were reported between January 2, 1986 and January 1, 1987. Of 60 schools, 40 have an executive officer with the title of dean and 20 with the title of director or chair. Forty-four (44) of the executive officers held the rank of professor; 37 of them held the doctorate in library and information studies. Fifty-four (54) U.S. schools reported 47 white executive officers (87%). Fifty-five (55) schools reporting executive officer ages, counted 39 (70.1%) of 50 years of age or older. Approximately 15 percent of the executive officers are 60 years of age or older and, as has been continuously predicted, the schools can expect to see continuing changes in executive officers. In the past seven (7) years, the average number of changes in executive officers per year was 10.6. Age alone, of course, does not account for all executive changes; some executives believe around 10 years is enough of it! In fact, 40 percent of all executives have held their present position for two years or less, although many of these (we do not know how many) have held executive positions at other schools.

New Faculty Appointments

1986-87 saw the largest percentage (9.8%) of new faculty appointments to total full-time faculty positions in the 14 years of reporting; in only one year, 1977-78, was a larger total number (59) reported. There were 56 new appointments in 1986-87. Of these 56 appointments, 28 were male and 28 female.

By rank, seven (7) professors, 12 associates, 29 assistants, and 8 instructor/lecturers were appointed. All seven (7) professors were male, eight (8) of the 12 associates were male. In the assistant, instructor/lecturer categories, 13 were male and 24 female. Of the 26 appointments made for the academic year at the assistant professor level where the doctorate had been earned, males received salaries averaging $1,747 higher than females. The range of salaries for all 29 new assistant professors was $22,000 to $36,000. The advantage for male appointments at all levels continues the well-documented male compensation advantage. Only very occasionally, such as in 1985-86 when female assistant professor appointees had a mean salary advantage of $1,099, have females had a salary advantage in any category for even one year.

Faculty Salaries

Full salary data was made available for 572 faculty. Improvements in the mean faculty salary in 1986-87 over 1985-86 at each rank are evident. The greatest improvements over the past five years are for academic year executive officers (a 49.1% increase) and for fiscal year lecturers (a 52.1% increase) although the absolute numbers in these categories are quite small. Salary improvement over the 1985-86 year ranged from a low of 0 to a high of 12.6 percent. The majority of schools reported increases in the five (5) to seven (7) percent range.

Faculty Educational Level

Since 1977 the percentage of faculty holding the doctorate has increased from 61.8% to 79.9%. Ten (10) of 62 schools had all faculty members holding the doctorate; only three (3) schools had 50% or less of the faculty holding doctorates.

Tenure

More than two-thirds of the faculty hold tenure; five (5) schools reported that all full-time faculty positions are tenured. Males are more likely to be tenured than females due to their predominance in the ranks of associate, full professors, and executive officers.

Sabbatical Leaves

Thirty (30) faculty were on sabbatical or study leaves ranging from full-time for three (3) months to one year at 90% time.

Professional Travel

The range of dollars committed by the schools to professional travel was reported from a low of $439 to a high of $50,075.

STUDENTS

Enrollment

In all programs offered by the schools, 13,766 students were enrolled; they represented 7,619 FTE students. Fifty-six (56) schools reported 8,921 master's students (5,756 FTE). Twenty-nine (29) schools reported 172 post master's students (88 FTE). Twenty (20) schools reported 498 doctoral students (309 FTE).

The numbers of full-time equivalent master's students ranged from a low of 29.58 to a high of 216.2. Three (3) schools (Long Island, Maryland, and Pittsburgh) reported over 200 FTE master's students; an additional 23 schools reported over 100 full-time equivalent master's students.

The largest number of FTE post-master's students were 9.34 and 9.0 reported by Southern Connecticut and Columbia.

The largest number of FTE doctoral students was reported by Rutgers with

50.21. Other schools reporting over 20 FTE doctoral students were Illinois, Indiana, and Pittsburgh.

Off-campus student enrollments were reported by 29 schools. The largest FTE off-campus enrollment was reported by Indiana with 83 FTE students. The next largest was Long Island with 65.67 FTE.

Nine (9) schools reported undergraduate library science majors. Montreal reported 77.75 FTE undergraduate majors and Pittsburgh 139.40 majors. (Whether there would be concensus that these undergraduate students are pursuing a library science major is doubtful.)

Degrees and Certificates Awarded

Fifty-five (55) schools reported in this category. The total number of master's degrees awarded was 3,596; 760 (21 percent) of these recipients were male. Black graduates numbered 121, Hispanic, 33, Asian Pacific, 66, American Indian/Alaskan Native, 7 and foreign, 160. Hawaii reported the largest number of Asian Pacific graduates and Atlanta the largest number of black graduates.

Indiana, Pittsburgh, and Simmons reported the largest number of master's degrees awarded: 160, 164, and 164. Three (3) additional schools reported over 100 graduates, Kent State, Maryland, and Western Ontario.

Columbia graduated 18 post-master's students and Pittsburgh granted 12 doctoral degrees; the next largest schools in these two categories were Pittsburgh, with nine (9) post-master's and Texas Woman's with eight (8) doctoral degrees.

Foreign Students Enrolled, Fall Term 1986

Nine (9) schools reported more than 20 foreign students: California-Los Angeles, Illinois, Indiana, Maryland, Pittsburgh, Rutgers, Simmons, Syracuse, and Texas. In 1983, just five (5) schools reported twenty or more foreign students: Case Western, Illinois, Indiana, Pittsburgh, and Simmons.

In both the 1983 ALISE report and this 1987 report Taiwanese students represent the largest number of foreign students. A major shift in Chinese students is noted between these two years--11 in 1983 and 77 in 1987. Other foreign countries with twenty or more students are Hong Kong, India, Korea, Malaysia, and Saudi Arabia.

Student Enrollment by Age and Gender

A comparison of the 1983 and 1987 ALISE statistics indicates that the age bracket 25-29 continues to hold the largest number of students, followed by the 30-34 age bracket. In 1983 the distribution by gender of all master's, post masters, and doctoral students was 20.7% male, 79.3% female; in 1987 it was 21.2% male, 78.8% female.

Tuition and Required Fees

The highest tuition and required fees reported was by Columbia at $13,680. Drexel, Emory, Pratt, and Simmons reported tuition and fees of $10,000+. Hawaii, NC-Central, NC-Greensboro, and Northern Illinois reported tuition and fees below $1,000.

CURRICULUM

Academic Year Division

Of the 57 schools reporting data for the 1985-86 year, all but six (6) operate on a semester calendar. All but two (2) reported having a summer session. Thirty-eight (38) of the schools offered instruction between 40 and 49 weeks each year.

Degree Programs and Credit Hour Requirement

Eleven (11) schools reported undergraduate majors in library and/or information science. Fourteen schools reported undergraduate minors. Eight (8) of the 14 schools with minors did not also offer majors. Thirty-six (36) schools of 57 reported that 36 credit hours were required for the master's degree. California-Berkeley reported the fewest number of hours--28, and California-Los Angeles the largest--72.

Joint Programs

Joint degree programs are offered by 27 of the 57 reporting schools. Indiana reports the availability of nine (9) joint programs. The most available joint programs are with History--11 programs, and Law--7 programs.

Required Course Work - Master's Degree Level

Required course work ranges from no course requirement to thirty-six (36) or more required credit hours. Twenty-three (23) schools require between 16 and 21 credit hours. Requirements, at least in number of credit hours required, remains stable over the past five years.

Forty-seven (47) of the schools reported that they allowed some method of exemption from a variety of course or prerequisite requirements. Fifteen (15) schools allow, under certain circumstances, exempted courses to count toward the master's degree.

Twelve (12) schools require a thesis or other culminating project as a part of their degree requirements; in 1983, 11 schools reported the requirement.

Fifty (50) schools offer field work for credit, with five (5) of them requiring field work.

Nineteen (19) schools require a comprehensive examination, six (6) a foreign language, and seven (7) some other type or combination of activities.

Off-Campus Instruction

Thirty three (33) schools reported offering one or more courses, totaling

totaling 235 offerings.) Approximately 46 percent of the courses offered were required courses and approximately 54 percent of the off-campus courses were instructed by "regular" faculty compared with on-campus instruction which is taught 78 percent by regular faculty. (How many faculty at your school would you describe as "regular"?) Indiana offered the largest number of off-campus courses--32, followed closely by Long Island with 28 and Kent with 23. In 1981-82, Indiana was also the school offering the largest number of courses off-campus, offering 21. Kent offered 20, but Long Island only 10.

South Carolina offered two (2) courses using open circuit television broadcasting. Indiana and Wisconsin-Milwaukee offered courses using one-way video and two-way audio. Emporia offered two (2) courses using two-way audio.

New or Experimental Courses

All reporting schools whether "ALA schools" or "Not ALA schools" reported a total of 144 new or experimental courses. The largest number of courses were added in the general areas of cataloging/technical processes--26 and bibliography/reference--23. In the management/type of libraries area, 19 courses were added; 17 were added in the technology area. Of the 55 courses dropped, cataloging/technical processes, bibliography/reference, and management/type of libraries also showed the highest activity; the number of courses dropped respectively were 10, 18, and 9. In the technology area only one (1) course was reported as dropped.

Figures for 1984-85 and 1983-84 in the new or experimental courses category showed 62 new courses, 45 dropped, and 107 new courses, 62 dropped. Last year Evelyn Daniel reported some eight (8) new courses in the information policy area. This year six (6) new courses in information policy were reported.

New Programs

Only five new programs were instituted in 1985-86: one was a non-degree program, one a multi-disciplinary Ph.D., and three joint master's with Comparative Literature, Education, and Slavic Languages and Literature; however, as in previous years there appears to be a vast variety and amount of curriculum investigation being undertaken ranging from tinkering with a course or two to wholesale curriculum review. It is extremely difficult to observe a trend of any kind, although a close analysis of curriculum adjustment over the ALISE statistics period 1980 to 1988 could make a fascinating, if arduous, study for someone when next year's report is prepared.

INCOME AND EXPENDITURES

Total and Average Income

Over the past five years basic financial data for the schools was reported as follows:

Year	N	Total Income	Average Income	Increase
1981/82	65	39,610,756	609,396	7.0
1982/83	61	40,646,371	666,334	9.0
1983/84	64	43,749,612	683,588	2.6
1984/85	56	40,026,720	714,763	4.6
1985/86	54	42,645,479	789,731	10.5

(N = Number of schools reporting total income)

Funding for the reporting schools included in the descriptive analysis ranged from a high of $3,154,847 to a low of $259,913. While the average income of the schools continues to increase, and the average income increase was 10.5 percent--the highest increase since 1978/79, still 18 schools reported income decreases ranging from one (1) to 17 percent. Fourteen (14) schools reported income of $1,000,000 or more, up from 11 in 1984-85 and only 44 percent of the schools reported incomes under $600,000 where 52 percent of the schools so reported in 1984-85.

Over the past five years there has generally been a decreasing percentage of total income coming from the parent institution and the federal government with an increasing percentage coming from other sources; however, the parent institution still funds the overwhelming portion -- 87.61% in 1985/86.

Northeastern U.S. schools report the highest average income in the U.S and also receive a higher percentage of their average total income from federal funding and other sources than do their counterparts in other areas of the U.S.

Expenditures by Category

In terms of percent of total 1985-86 expenditures, seven major categories were identified and reported as follows.

Category	% of total
Salaries and Wages	75.79
Teaching and Administration	10.55
Library	.96
Research	3.18
Student Aid	6.56
Continuing Education	1.11
Other	1.85
	100.00%

While most library collections (35) and/or library school library staffs (33) are funded from sources other than school income, it seems rather sad to note the miniscle financial support for library school libraries as a percentage of school income.

Computing Expenses

An analysis of expenditures for computing suggests that there is a wide disparity among schools in their ability to provide students with necessary computer-based educational opportunities.

CONTINUING PROFESSIONAL EDUCATION

Seventy-six (76) percent of 58 reporting schools, i.e., 44 schools, indicated offering continuing education activities in 1985-86. (Only events designed and offered primarily for the audience of practicing information professionals are reported as c.e. activities.) Ten (10) percent fewer programs reported c.e. activities in 1985-86 than did in 1983-84.

Over the six-year period 1980-81 there has been a 20 percent decline in the number of c.e. events offered and a drop in total enrollment of 17 percent from 1984-85 and 35 percent since the peak year of 1981-82. As Weingand points out in her chapter, the sharp decline in enrollments ". . . suggests that there are problems to be identified and addressed. Continuing education is more of an imperative for continued professional competence today than ever before, and yet the statistics are falling."

Four hundred and eighty (480) c.e. events were offered in 1985-86. Four (4) schools offered 25 or more events in the reporting period; Illinois, 27, McGill, 32, North Carolina Central, 41, and Wisconsin-Madison, 70.

The average level of support for c.e. activities generated from fees has risen to 68.5 percent. Institutional support accounts for 29.1 percent of c.e. support funding. (Other sources of support such as grants account for the remaining 2.4%)

Information practitioners and the school's own faculty were the primary c.e. instructors. Weingand notes that the group least used consisted of faculty from other units in the School's own institution; she points out that tapping this resource could increase the school's local visibility.

CONCLUSION

Although this author has been a very frequent user of the ALISE statistics since the publication of the first volume in 1980, this is the first time I have read a volume from cover to cover, and compared many chapters closely with chapters from other years. Also, I read each of the Summary and Comparative Analysis sections previously written by Russ Bidlack, Bill Summers, Kathleen Heim, and Evelyn Daniel. Russ, Kathleen and Evelyn struggled somewhat to come up with a reasonable conclusion: Dean Bidlack suggested that only the slightly deranged would have reached his concluding paragraph; Dean Daniel tried to find some positive trends in what was actually a rather gloomy statistical year; and, Dean Heim pointed out additional questions which could well be asked if only the response burden would not be too great. I should take Dean Summers' approach to the task of presenting concluding remarks and simply not present any, but I am unable to do so.

What comes to mind is to repeat the story attributed to the Harvard political scientist, Edward C. Banfield, an authority on urbanization and author of The Unheavenly City. Upon his retirement he was asked what he could conclude after several decades of close study of the nation's cities. He is reported to have replied, "Some do and some don't." After careful study of the ALISE Statistics I feel confident in repeating Banfield's observation.

- A3235-141 9/87

ALISE

Association for Library and Information Science Education

1987

Library and Information Science Education Statistical Report

ISSN 0739-506X

ALISE

LIBRARY AND
INFORMATION SCIENCE

EDUCATION STATISTICAL REPORT

1987

edited by
Timothy W. Sineath

ASSOCIATION FOR LIBRARY AND INFORMATION SCIENCE EDUCATION
STATE COLLEGE, PA.
1987

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INTRODUCTION

This volume is the eighth annual statistical report on library and information science education published by the Association for Library and Information Science Education (ALISE). It is the continuation of the project begun with the publication of the first report in 1980, edited by Gary R. Purcell. The purpose of the project, as noted in previous editions, remains the compilation, analysis, interpretation and reporting of statistical information about graduate library and information science education programs whose schools are members of ALISE (formerly Association of American Library Schools - AALS). Member schools include those whose programs lead to the first professional degree (i.e., the master's degree) in library and information science that appear on the accredited list of the American Library Association. In addition, membership in ALISE is open to programs which offer a graduate degree in Library Science or cognate field that have not been accredited by ALA. These categories are designated in the text as "ALA schools" and non-ALA schools" respectively.

The authors who have collected, tabulated, analyzed and reported the statistical data in this report form the ALISE Library and Information Science Education Statistics Committee, with Timothy Sineath serving as chair and over all editor and Janet Phillips, Executive Secretary of ALISE, being responsible for the publication and distribution of the Report. In addition, the support staffs of the authors' institutions have made invaluable contributions to the data collection and preparation of the manuscripts of the various parts of the report.

The 1987 Report is arranged in much the same pattern as the previous editions. The section entitled "Summary and Comparative Analysis" begun in 1983 has become a permanent part of the report. This edition is divided into six sections, each of which is listed below with the authors and their institutional affiliations.

1. Faculty - Timothy W. Sineath, University of Kentucky
2. Students - C. Glenn Sparks, University of Texas
3. Curriculum - Daniel Barron, University of South Carolina
4. Income and Expenditures - Fred W. Roper, University of South Carolina
5. Continuing Education - Darlene E. Weingand, University of Wisconsin-Madison
6. Summary and Comparative Analysis - Jane Robbins, University of Wisconsin-Madison

Variations in format and style are attributed to the different topics and the fact that each section was written by a different author. However, questionnaires from which the data were taken were compiled and approved by the Committee as a whole. In previous editions, each section had separately numbered paging preceded by an alphabetical designation. The current edition is consecutively numbered in order to facilitate access to the Report. The tables have retained their section designation. Roman numerals are used to designate the section numbers and arabic numerals to designate the table numbers.

With each annual questionnaire, the Library and Information Science Education Statistics Committee has sought feedback from users, participating schools and others. In addition, the Committee meets regularly to discuss the wording of the questions, the frequency with which they should be asked, and other issues concerning this project. As a result of this continuing evaluation, changes have been made each year. Various improvements in the formats of the questionnaires and in the report have enhanced the accessibility of the information in it. Questions have been modified, deferred to a later year, or dropped entirely. The most important change has been the addition of the Summary and Comparative Analysis section begun in the 1983 edition. The committee has attempted to maintain consistency in the nature and type of information collected and reported in order that these data be comparable from one year to the next. A major objective of the project is to build a data base which will allow comparisons over time as well as comparisons among schools.

The pattern established in the first year of data collection has been continued in this edition. Data for the report were collected through two questionnaires. The first, sent directly to school deans and directors by Timothy W. Sineath, requested confidential salary information about full-time faculty members. The results of this survey appear in the first part of the section on faculty. Because of the sensitive nature of salary information, individual schools are not identified in the faculty section. The remainder of the data was collected through a more extensive questionnaire in five parts prepared by the authors and sent from the office of the ALISE Executive Secretary. In all other sections of the Report individual schools are identified as deemed appropriate by the author of that section.

The response rate to the questionnaire reached 100 percent in 1982. The response rates since are as follows: 1983 (96%); 1984 (93%); 1985 (97%); 1986 (92%); 1987 (95%). Three schools, Catholic, Chicago, and Clarion did not respond at all. The lack of 100% participation of ALA schools weakens the report as a source of comparative data valuable in charting long-term trends and in comparing schools. It is therefore not only enlightened self-interest but seen as a professional obligation for all schools to report the statistical information requested fully, accurately and in a timely manner. Among the non-ALA schools, only 7 responded. While this response rate is insufficient for analysis or comparative purposes, it will contimue to be collected since no other source of information about these programs is easily available.

Copies of the Report are available at cost for schools which have contributed data to this edition. Copies are available at a nominal charge to other schools, institutions and individuals. As with past practice, the expense of tabulating and analyzing the data and the compilation of the report was underwritten by the four participating schools and the authors of each section. The over all editing and preparation for publishing was the responsibility of the Editor. ALISE would like to thank the responsible persons in each school for their contributions to this Report. Without the many hours of work by these individuals and by the Committee, this project would not be possible.

Gary R. Purcell, has written the "Faculty" section of the Report for the four years prior to this edition. His authorship of this section of the report as well as his past editorship have been an important contribution to its success. ALISE is greatful to him for his valuable assistance and wishes also to thank his institution: the University of Tennessee.

In the Introduction to previous editions of the report various data have been extracted from each of the five sections which seemed to be of special interest. In particular the 1982 edition provided a comparison over time in our effort to discern any trends during these years. This comparative report was also written by Gary R. Purcell. In order to provide an extended comparative analysis to that previously included in the "Introduction," beginning in 1983 a new section entitled "Summary and Comparative Analysis" was added. This section includes a summary of the entire report and a cross analysis of the various parts with interpretive commentary. It is hoped that this section will continue to be a valuable addition to an already much used report and that it will continue to increase the access to and utility of the report and thereby further our understanding of library and information science education. In the 1986 edition this section was authored by Evelyn H. Daniel, University of North Carolina, Chapel Hill. ALISE wishes to thank her for this contribution.

Timothy W. Sineath
Editor

FACULTY

by

Timothy W. Sineath

Following the pattern of previous reports, faculty data included in this report appear in two parts. Data in Part I have been compiled from a form submitted to this writer, on a confidential basis, by the dean or director of each of 60 library education programs accredited by the American Library Association (ALA) on January 1, 1987. Hereafter, these schools will be referred to as ALA schools. Also included in Part I is a compilation of similar data provided by 7 library education programs that are not accredited by the American Library Association. These schools will be referred to as non-ALA schools.

Part II of the faculty section of this report has been compiled from information provided by 57 ALA accredited schools and by 7 non-ALA accredited schools in response to the faculty section of the general questionnaire prepared for the Association for Library and Information Science Education. However, as explained in the introduction to Part II, 3 schools that were eligible to report in the section concerned with the ALA accredited schools did not. These schools are listed in the tables, where appropriate, thus resulting in a list of 60 ALA accredited schools that constitute the total list of schools in that category.

Part I of the faculty section is based upon data reported by the participating schools as of January 1, 1987. Part II, however provides information that pertained to the schools during the fiscal year 1985-86 (July 1, 1985, to June 30, 1986). In requesting the data appearing in Part I, each dean and director who was assured that there would be complete confidentiality of the information supplied. Thus, in this report, neither individual faculty members nor individual schools are linked to specific data that pertains to information on salary, gender, race, age, or any other category covered. However, confidentiality was not promised on the information supplied on the faculty portion of the ALISE questionnaire, and individual schools are identified by name in the tables found in Part II.

Part I:

This is the fourteenth survey of faculty salaries and related data pertaining to library education that are a part of this series. Ten of the previous thirteen were compiled and reported by Russell E. Bidlack, former Dean of the School of Library Science at the University of Michigan. The remaining three surveys were compiled by Gary Purcell of the University of Tennessee. This is the first compilation of this survey by this writer. The format followed in this report is basically the same as that used in previous years. This format has been retained in order to ensure comparability of data from year to year. Data were provided by the chief executive officers of 56 of the 60 schools accredited by ALA on January 1, 1987. Last year 62 schools that met this criteria reported.

This is the eighth successive year that non-ALA accredited schools have been included in the survey. In the past, these schools were identified as ALISE associate institutional member schools, but with the discontinuation of the distinction between institutional member and associate institutional member schools, new terminology will be used to distinguish between the two sets of schools. This year there were 7 non-ALA accredited schools that responded to the survey compared to 13 last year.

The chief executive officers of all of the schools are referred to in this report as deans and directors for the sake of convenience even though some hold other titles. Each dean or director was requested to provide specific information about each full-time faculty member, (including the dean or director), who held employed status as of January 1, 1987. The categories of information requested were: (1) title and/or academic rank; (2) annual salary rate; (3) whether appointed for the fiscal or academic year; (4) whether or not tenured; (5) sex; (6) highest degree earned; (7) discipline of highest degree; (8) ethnic origin (except Canadian schools); (9) age category (by 5-year groupings); (10) year of appointment to the school's full-time faculty; and (11) year of appointment to present rank in the school in which currently employed. These categories are the same as used for the past several years.

As in past years, fringe benefits were not reported as part of the salaries, and stipends for summer teaching, extension teaching, or other over-load rewards were also excluded. Faculty members on sabbatical leave on January 1, 1987 were not included in the analysis this year, although they have been in past years.

The 60 ALA accredited schools included in the faculty report this year are located at the following universities: Alabama; Alberta; Arizona; Atlanta; Brigham Young; British Columbia; California, Berkeley; California, Los Angeles; Catholic; Chicago; Clarion State; Columbia; Dalhousie; Drexel; Emory; Emporia State; Florida State; Hawaii; Illinois; Indiana; Iowa; Kent State; Kentucky; Long Island; Louisiana State; Maryland; McGill; Michigan; Missouri; Montreal; SUNY, Albany; SUNY, Buffalo; North Carolina; North Carolina, Central; North Carolina at Greensboro; Northern Illinois; North Texas State; Oklahoma; George Peabody College of Vanderbilt; Pittsburgh; Pratt; Queens; Rosary; Rutgers; St. John's; San Jose; Simmons; South Carolina; South Florida; Southern Connecticut State; Southern Mississippi; Syracuse; Tennessee; Texas; Texas Woman's; Toronto; Washington; Western Ontario; Wisconsin, Madison; and Wisconsin, Milwaukee. Schools not included this year that were last year are Case Western Reserve and Rhode Island.

In keeping with a long standing institutional policy regarding the release of salary data, one school, Brigham Young declined to provide this information. Also Dalhousie did not supply salary data.

The number of full-time faculty members at the 57 of 60 ALA accredited schools reporting, including deans and directors, totaled 572, down from 603 last year and 650 the previous year. This number does not include positions unfilled at the time the report was sent, nor does it include persons on sabbatical. Counting positions or people in these two categories, the total number of full-time faculty positions as of January 1, 1987 was 609. However, the base number used for most of the analyses that follow will be 572, although the base number for some analyses will be a lesser number, depending on the number of persons reported. The number of full-time faculty in the 57 schools ranged from a low of 4 in one school to a high of 25 in another school. The average faculty size (excluding persons on sabbatical or reported unfilled positions) was 10.03 which represents an increase of .33 from last year's 9.70. This remains an erosion in the average faculty size from 1974, when these data were first reported in this series. At that time, the average faculty size was 11.66. This is a drop of 1.63 positions in the average size of the faculties of the ALA accredited schools. Table I-1 shows the average number of faculty members from 1974 to 1987, and illustrates the steady decline in average faculty size through 1986. In 1987, the average size increased by 1/3 of a position over 1986.

TABLE I-1:
Average Faculty Size, ALA Accredited Schools
1974 to 1987

Year	Number of Schools Reporting	Average Number of Full-time Faculty
1974	53	11.66
1975	59	11.32
1976	62	11.24
1977	64	11.05
1978	64	10.69
1979	67	10.67
1980	67	10.66
1981	69	10.46
1982	69	10.23
1983	68	10.00
1984	66	9.97
1985	66	9.85
1986	62	9.70
1987	57	10.03

Table I-2 shows the variation in the number of full-time faculty among the 57 responding schools on January 1, 1987. This table shows that as of that date, 31 of the 57 ALA schools had full-time faculties of 9 persons or less, including the dean or director. It has been the case in the past three years that more than half of the schools had a faculty size of less than 9 persons. The table also shows that the most common faucity size among the schools in 1987 is 9. In 1986 this number was 9. In 1985, 9 was also the most common size, with 11 schools reporting that size. This year the number has decreased to 9 schools.

TABLE I-2:
Variation in the Number of Full-time Faculty, Including Deans and Directors, Per School Among 57 ALA Accredited Schools on January 1, 1987

Number of Full-time Faculty	Number of Schools	Percentage of Total (57)
4	1	1.7
5	3	5.2
6	4	7.0
7	6	10.5
8	8	14.0
9	9	15.7
10	5	8.7
11	6	10.5
12	3	5.2
13	4	7.0
14	3	5.2
15	2	3.5
17	1	1.7
20	1	1.7
29	1	1.7

Of the 575 full-time faculty, including the deans and directors, on January 1, 1987, in the 57 responding ALA accredited schools, 317 (55.1 percent) were males, 258 (44.8) were females. An examination of Table I-3 shows that, although this is virtually the same ratio as in 1986, there has been a slight increase in the percentage of female faculty members. The 1987 ratio of female to male faculty members is now the highest of any year in the time period from 1976 to the present. Nevertheless, the ratio has changed very little during the entire time period. In 1976, with 62 schools reporting, the percentage of female faculty members was 41.5 and in 1987, with 57 schools reporting, the percentage was 44.7, a change of 3.2 percent.

TABLE I-3
Male-Female Ratio of Full-time Faculty, ALA Accredited Schools, 1976-1987

Year	Number of Schools	Total Full-time Faculty	Percentage of Males	Percentage of Females
1976	62	697	58.5	41.5
1977	64	707	59	41.0
1978	64	684	59.2	40.8
1979	67	715	58.6	41.4
1980	67	714	58.8	41.2
1981	69	722	58.3	41.7
1982	69	706	56.8	43.2
1983	68	680	58.1	41.9
1984	66	658	57.8	42.2
1985	66	650	57.7	42.3
1986	62	603	56.6	43.4
1987	57	572	55.2	44.7

Table I-4 shows the 1986-87 male-female faculty ratio according to faculty rank in contrast to the ratio for 1975-76, the earliest date for which these data were collected. The table also reports the ratio for 1985-86, the previous reporting period. Because the number of schools reporting as ALA accredited schools changes from year to year, it is the percentage rather the actual number of faculty members that is of primary significance in this table. In 1975-76, 41.5 percent of the faculty in all ranks (including deans and directors) were women. In 1986-87, 12 years later, that number had increased to 44.8, a 3.41 percent increase in the ratio of female to male faculty members. In the past there have been some larger changes at specific academic ranks. The rank at which the most significant increase is evident from 1975-76 to 1986-87 is at the assistant professor level (from 46 percent female to 62.4 percent). There has also been a significant increase in the percentage of female deans and directors from 1975-76 to 1986-87 (19.7 percent to 38.3 percent).

At the associate professor level, there has been a decrease, as was reported last year, from 45.7 percent in 1975-76 to 40.7 percent in 1986-87. It is difficult to know to what this decline should be attributed. Three years ago, Purcell speculated that this might be due in part to a slight but steady increase in the number of female professors and that many of the female assistant professors might have been in the field too brief a time period to yet be ready for promotion. This explanation could be valid because the number of female faculty members holding the rank of professor has increased even though there has been a substantial drop in the total number of faculty members in all schools. As he stated previously, there is a need for a study that examines the promotion of female faculty members on a person by person basis to identify and report the reasons for promotion of female faculty members to the rank of associate and professor ranks.

At the professor level there has been a slight increase in the ratio of females to males, from 29.5 prcent in 1975-76 to 29.8 percent in 1986-87. There is a decrease of nine female full-professor faculty members from last year, perhaps because of the decrease in the number of schools reporting.

When comparing the percentage of female to male deans and directors in 1975-76 (19.7 percent) to that in 1986-87 (38.3 percent, up from 32.8 percent in 1985-86) it is evident that there has been a substantial increase in both the number and percentage of female deans and directors. In 1975-76, there were 12 female deans and directors; in 1986-87 there are 23. The direction of this increase in encouraging in that it is a move in the direction of more equitable representation of women in administrative posts in library education.

TABLE I-4

Changes in Male-Female Ratio of Full-Time Faculty From 1975-76 to 1986-87

	1975-76 (62 Schools, 697 Full-time Faculty)		
Number	**Rank**	**Males**	**Females**
61	Deans and Directors	49 (80.3%)	12 (19.7%)
146	Professors	103 (70.5%)	43 (29.5%)
199	Associate Professors	108 (54.3%)	91 (45.7%)
248	Assistant Professors	134 (38.6%)	114 (46.0%)
24	Instructors	6 (25.0%)	18 (75.0%)
19	Lecturers	8 (42.1%)	11 (57.9%)
697		408 (58.5%)	289 (41.4%)
	1985-86 (62 Schools, 603 Full-time Faculty)		
Number	**Rank**	**Males**	**Females**
61*	Deans and Directors	41 (67.2%)	20 (32.8%)
167	Professors	114 (68.3%)	53 (31.7%)
193	Associate Professors	123 (63.7%)	69 (36.3%)
154	Assistant Professors	55 (35.7%)	99 (64.3%)
10	Instructors	3 (30.0%)	7 (70.0%)
12	Lecturers	3 (25.0%)	9 (75.0%)
7**	Other	2	5
603		341 (56.6%)	262 (43.4%)
	1986-87 (57 schools, 575 full-time faculty)		
Number	**Rank**	**Males**	**Females**
60*	Deans and Directors	37 (61.6%)	23 (38.3%)
154	Professors	108 (70.1%)	46 (29.8%)
179	Associate Professors	106 (59.2%)	73 (40.7%)
149	Assistant Professors	56 (37.5%)	93 (62.4%)
13	Instructors	3 (23%)	10 (76.9%)
15	Lecturers	7 (46.6%)	8 (53.3%)
5**	Other	0	5
575*		317 (55.1%)	258 (44.8%)

* Includes Deans of 3 schools not reporting

** This includes persons not holding academic rank, or for whom academic rank was not reported, but who are still considered by their school as full-time faculty members.

DEANS AND DIRECTORS

Among the 57 ALA accredited schools , there were 9 changes in appointments of executive officers between January 2, 1986 and January 1, 1987. This represents a change in leadership of 15.7 percent, and the number is below the highest number of changes previously reported, i.e., 17 in 1985-86. A review of the number of changes in the past few years provides a context for the extent of change in leadership in library education that occured in 1985-86. In 1980-81 there were 9 new appointments (13 percent), in 1981-82, the number of new executive officer appointments was 10 (14.5 percent), in 1982-83 the number was 15 (22 percent), in 1983-84, the number was 9 (13.6 percent), and in 1984-85, the number was 11 (16.7 percent). During 1985-86, there were 11 new executive officers appointed on a permanent basis, and 6 appointed on an acting or temporary basis (if one also includes the temporary appointment to replace the dean who was on sabbatical). Thus, more than 1 out of 4 schools appointed new or acting executive officers during 1985-86. In 1986-87, the number of changes (9) is much more in line with those of previous years.

Of the 9 "new" deans and directors in 1986-87, 1 was serving in an "acting" or temporary capacity on January 1, 1987. Of the 8 regular appointments, 3 were males and 5 were females. Following is a list of the schools with new executive officers in 1986-87: Arizona (Director); California, Berkeley (Dean); Clarion, (Dean); Dalhousie (Director); Kent State (Dean); North Carolina, Greensboro (Acting Chair); Pittsburgh (Dean); South Carolina (Dean); Southern Mississippi (Director). In addition, the Dean at Pratt was on sabbatical at the time the report was submitted.

The breakdown of the administrative titles of the executive officers of the 60 ALA Accredited Schools on January 1, 1987 is reported in Table I-5. This breakdown includes the acting dean.

TABLE I-5
Titles of 60 Heads of ALA Accredited Schools
January 1, 1987

Title	Number	Percent*
Dean	38	63.3
Acting or interim Dean	2	3.3
Director	17	28.3
Chair	3	5.0

Of the 60 deans and directors (and persons holding the title of chair), including those holding acting or temporary status, 44 (73.3 percent) held the rank of professor. Of these 44, 31 were males (70.4 percent) while 13 (29.5 percent) were females. Thirteen held the rank of associate professor and of these, 5 (38.4 percent) were males and 8 (61.5 percent) were females. Two were reported as not holding tenure at the time of the report: 2 males and 0 female. Three schools did not report: 2 males and 1 female.

Of the 36 males who were executive officers of ALA Accredited schools on January 1, 1987, 31 (86.1 percent) had earned doctorates. Of the 21 female executive officers, 20 (95.2 percent) had earned doctorates. Of the 5 executive officers of both sexes who did not hold the doctorate, all five held the master's degree in library science.

Considering the entire population of deans and directors of ALA accredited schools on January 1, 1987, 52 (91.2 percent) held an earned doctorate. This percentage is up from 1985-86 when 90.3 percent held the earned doctorate. This is the third successive year in the reversal of a trend of recent years where the percentage of executive officers holding an earned doctorate increased.

Of the 52 doctorates held by deans and directors, 37 (71.15 percent) were in library and information science. This is a decrease in the actual number from the 42 last year, the percentage has also decreased.

Table I-6 shows the disciplines of the doctorates held by the deans and directors of the ALA accredited schools.

TABLE I-6

Disciplines of the Doctorates Held by 56 Heads of ALA Accredited Schools, January 1, 1987

Library and/or Information Science	37
Communications	3
Education-Administration	1
Electrical Engineering	1
English	1
Higher Education	1
History	1
Information Resource Management	1
Law	1
Physics	1
Political Science	1
Sociology	1
Urban Education	1
Zoology	1

U.S. schools were asked to indicate the ethnic origin of deans and directors, and of the 54 deans and directors of ALA accredited schools located in the U.S. that reported ethnic origin, 47 were white and 7 were from minority ethnic origins, the same number from minority ethnic origins, reported last year. Of the 7 who were from minority origins, 6 were Black and 1 was Asian Pacific.

Schools were asked to report the age of the faculty and the deans and directors. A total of 55 schools reported this information, which is displayed in Table I-7 by five-year categories. This table includes all executive officers serving as of January 1, 1987, including those in an acting capacity.

TABLE I-7
Age Categories of 55 Heads of ALA Accredited Schools
January 1, 1987

Age Grouping	Number	Percentage
65+	2	3.6%
60-64	7	12.7%
55-59	17	30.9%
50-54	13	23.6%
45-49	9	16.3%
40-44	3	5.4%
35-39	4	7.2%
	Total 55	

This table shows that 39 (70.9 percent) of the executive officers of the 55 reporting schools were 50 years of age or older on January 1, 1987. This is a decrease in the percentage from last year (66.7 percent), but actually more in line with percentages of previous years. For 1985, the percentage was 74.6 percent, for 1984 it was 67.7 percent, and for 1983 it was 67.7 percent. If acting deans and directors are excluded, the figure for January 1, 1987 is increased only to 72.2 percent. To show the data for deans and directors with a regular rather than acting or temporary appointment, Table I-7a reports age category information for those not including acting or temporary appointments.

TABLE I-7a
Age Categories of 54 Heads of ALA Accredited Schools Exclusive of Those With Acting or Interim Appointments, on January 1, 1987

Age Grouping	Number	Percentage
65+	1	1.8%
60-64	7	12.9%
55-59	17	31.4%
50-54	13	24.0%
45-49	9	16.6%
40-44	3	5.5%
35-39	4	7.4%
	Total 54	

This table shows that 8 (14.8 percent) of the deans and directors who held regular appointments were 60 years of age or older as of January 1, 1987. The number was lower last year, with 4 (7.6 percent). Table I-7b shows this distribution by gender and indicates that a larger percentage of male deans and directors were 60 years of age or older (9.2 percent) than was true of their female counterparts (5.5 percent). This is a major increase in percentage of both male and female deans and directors over 60 as reported last year. In 1984 and 1985 increases were noted, but in 1983 it was reported that due to the policies in exsitence in most colleges and universities that require persons holding administrative posts to vacate these positions at age 65, 21.4 percent of the executive officers in 1983 could be expected to retire as deans or directors within 5 years. This wave of retirements has begun, as is evident from the data in Table I-7a and I-7b. The large number of deans and directors that are in the 55-59 age category indicate that within another 5-10 years, there may be another wave of retirements.

TABLE I-7b

Age Categories, on January 1, 1987, of 54 Heads of ALA Accredited Schools Divided by Sex

Age Grouping	Males	Females
65+		1
60-64	5	2
55-59	15	2
50-54	7	6
45-49	7	2
40-44	1	2
35-39	2	2
	37	17

Salary figures as of January 1, 1987 were reported for 55 deans and directors of ALA accredited schools. Clarion, Catholic and Chicago did not respond to the questionnaire at all. Of the remaining 57 respondents, Bingham Young has an institutional policy which prohibits the reporting of all salary data, Pittsburgh will not release the Dean's salary and Dalhousie reports not applicable. Of the 54 deans and directors, 52 held fiscal year (11 or 12 month) appointments. Of these holding fiscal year appointments, 36 were male and 17 were female. Both who held academic year appointments are male.

In the 1985 report, it was noted that the first year in which a salary of $60,000 or above for deans and directors was reported was 1982. Then, just one year later, in 1983, the level of $70,000 or above was reported. In the 1984 report, the high salary for deans and directors was an academic year salary at a Canadian school, and, at $74,550, did not break the $80,000 barrier. For 1985, the high salary is for a fiscal year appointment in a U.S. school and the figure was $79,000, so again, the $80,000 barrier was not breached. The $80,000 salary barrier was broken in 1986, with two people reporting salaries above $80,000. In 1987, 2 Deans, both with fiscal year appointments reported salaries which exceed $90,000. The high salary reported was $95,000. The 1987 salary data show that for 1986-87, 14 deans or directors have salaries that exceed $70,000. This is an increase of 5 over last year. Twelve of the 14 are in U.S. schools and all have fiscal year appointments. The number of deans and directors with salaries over the $70,000 figure increased by 35.7 percent over last year, and several other deans and directors have salaries near $70,000, so it is likely that next year the number that exceed this figure will increase again.

In previous years, the writers of this section have discussed the issue of the difference between salaries paid in Canadian schools and schools located in the U.S. The question in the past has always been whether the exchange rate between the two currencies should be factored in when comparing salaries. Canadian salaries have traditionally been higher than those in the U.S., and the exchange rate has continued to change. On the first business day of 1987, the exchange rate was $.725 U.S. to $1.00 Canadian. Some have commented that the exchange rate should be used as a control variable leading to an equilization of salary data. However, as noted in previous volumes of this study, if Canadian cost-of living differences to various cities or regions of the U.S., thus making the reporting procedure impossibly complicated and not any more meaningful. Other methods exist to compare cost-of-living and the Canadian-U.S. exchange rate. Therefore, the method of dealing with this problem is to call the reader's attention to the fluctuating exchange rate and, in some instances, to provide separate tables for U.S. and Canadian schools. This solution has been used in each of the proceeding years of this report, and will be this year also. To make a change at this point would result in a lack of comparability of the data from year to year.

The salaries for the 52 deans and directors with fiscal year salaries (including those in an acting capacity) ranged from a high of $95,000 to a low of $40,267. The mean salary for the 52 deans and directors with a fiscal year appointment was $61,247 (median $60,600). Eliminating the deans and directors of Canadian schools from the analysis, the mean salary of the remaining 46 deans and directors of U.S. schools who had regular fiscal year appointments on January 1, 1987, was $60,430 (median $57,517). An analysis of the 2 deans and directors that receive their salaries on an academic year basis shows a range from a high of $47,700 to a low of $42,595. The mean for deans and directors on academic year appointments was $45,148. In 1987, all of the academic year salaries were for U.S. schools.

Of the 52 deans and directors on January 1, 1987, who held fiscal year appointments and who reported their salaries, (including acting deans), 33 were males and 19 were females. For the 33 males, the mean salary was $63,231 (median $64,000). This is an increase in the mean salary for male deans and directors of $4,317 over January 1, 1986, for a percentage increase of 7.2 percent. For the 19 female deans and directors who hold fiscal year appointments, the mean salary on January 1, 1987, was $56,222 (median $54,100). The mean salary of female deans and directors was $7,986 less than their male counterparts. This compares with a difference of $7,692 in 1986, 11,253 in 1985, $6,674 in 1984 and $7,302 reported for 1983. The magnitude of the increase in the differential between the mean salary for male and female deans and directors in 1985 was startling. The differential is not substantial this year, and is more nearly comparable with 1984 and 1983. However, the five year average (1983-87) salary differential is $7,986. Table I-7c shows the mean salary of deans and directors, by gender, from 1975-76 to 1986-87.

Although the salary differential between male and female deans and directors is clearly evident from the data reported, it is even more evident when one examines the salaries in rank order. A ranking of deans and directors with fiscal year appointments shows that 8 of the 10 of the highest salaries are received by males. Last year, 9 of the highest 10 salaries were received by males. Other factors such s longevity, region, academic qualifications, and the size of the school clearly are factors that have an effect on this differential. Even so, it would appear that there is inequity for female deans and directors compared to their male counterparts.

TABLE I-7c:
Average Salary of Deans and Directors With Fiscal Year Appointments, 1976-1987

	1975-76 (55)	1976-77 (56)	1977-78 (54)	1978-79 (60)
Males and Females	$31,395	$33,261	$34,935	$36,975
Males only	31,644	33,494	35,156	37,306
Females only	30,273	32,407	34,074	35,499

	1979-80 (58)	1980-81 (58)	1981-82 (61)	1982-83 (59)
Males and Females	$39,485	$42,628	$45,653	$48,405
Males only	40,713	43,799	47,367	50,509
Females only	35,234	37,622	40,830	43,207

	1983-84	1984-85	1985-86	1986-87
Males and Females	$51,261	$53,793	$56,622	$61,247
Males only	53,134	56,947	59,683	63,231
Females only	46,460	45,694	51,991	56,222

An analysis of this table shows that for the 52 deans reporting with fiscal year appointments (including acting deans and heads of Canadian schools), the percentage of increase in the average salary shown here, was 8.1 percent compared to a similar increase of 5.3 percent last year. However, this figure is not meaningful because of changes in the actual persons holding deanships from year to year. The percentages shown here only indicate the approximate salary improvements from the positions of deans and directors rather than improvements for individuals. The meaning of this increase is further eroded by the difference in actual schools represented in the two years.

Table I-8 indicates the length of administrative service in the schools where they presently serve, of the 60 deans and directors with regular and acting appointments. As the table shows, on January 1, 1987, 8 deans and directors had held their administrative positions for 10 years or more (down from 11 last year). This represents 13.03 percent of the schools (compared to 18.3 percent last year). At the other end of the longevity spectrum, 25 deans and directors have been appointed to their present position since January 1, 1985, a period of only 3 years. This means that 40 percent have held their position no longer than two years. Last year that figure was 39.3 percent. This is further evidence of a great deal of change in library education leadership and indicates a high rate of turnover among executive officers in the library education programs in the U.S. and Canada.

TABLE I-8

Year of Appointment of the Heads of 57 ALA Accredited Schools With Regular and Interim Appointments on January 1, 1987

Year	Number	Year	Number
1965	1	1976	0
1966	0	1977	1
1967	1	1978	1
1968	2	1979	1
1969	0	1980	3
1970	1	1981	7
1971	1	1982	8
1972	1	1983	5
1973	1	1984	8
1974	0	1985	12
1975	3	1986	4
		1987	9

Meaningful data regarding the full-time faculty who assist the executive officer in administering the library school is difficult to obtain because major differences exist from one school to another. In most instances these faculty members carry out their administrative responsibilities, but have reduced teaching loads. However, some do not teach, but devote their entire time to administrative responsibilities. Also, the administrative roles, as well as the rewards for this service, differ widely both in terms of academic rank and salary. As in earlier reports, this group of faculty are identified here as "associate (assistant, etc.) deans and directors." Only those who have faculty status as well as administrative roles are included. Of the 57 ALA accredited schools that reported for 1986-87, 18 had full-time faculty serving as associate (assistant, etc.) deans and directors. This is an increase of 6 from 1985-86. Two of the 18 schools had 2 or more faculty members with such appointments, for a total of 22 individuals. Of the 12 associate (assistant, etc.) deans and directors in 1987, 3 were newly appointed to this post during the year under review. In 1985-86, 22 (out of 62) schools had such positions, whereas in previous years the numbers were as follows: 1984-85, 21, 1983-84, 23 schools (out of 66), in 1982-83, 25 schools (out of a total of 68), in 1981-82, 28 schools (out of 69) and in 1980-81, 34 schools (out of 69). Thus, in 1981-82, almost half of the schools had one or more associate (assistant, etc.) deans and directors. Seven years later, in 1987 both the number and the percentage of schools with full-time associate or assistant dean (director, etc.) has decreased. It is possible that one factor that accounts for the decline is the elimination of this post as a means for schools to cut back on expenditures. However, it is also possible that as some schools decrease in faculty size, the central administration of the universities consider the position to be less important and hence eliminate the position.

It should be noted that this report only includes full-time faculty members serving in positions as associate or assistant deans (directors, etc.). A number of schools have individuals (support staff) other than full-time faculty who serve as administrative assistants to the dean or director.

TABLE I-9:
Faculty Holding Administrative Titles, 1986-87
Among ALA Accredited Schools

Title and Rank	Number
Associate Dean	
Professor	6
Associate Professor	2
Assistant Professor	0
Sr. Lecturer	1
No rank reported	2
Assistant Dean	
Professor	4
Associate Professor	1
Assistant Professor	0
Associate Director	
Associate Professor	1
Chair	
Professor	2
V.P. Professor	1

Of the 20 associate (assistant, etc.) deans and directors, 8 (40 percent) were males while 12 (60.0 percent) were females. Compared to 1977-78, the representation of females in this group has improved. In 1977-78 there were exactly twice the number of males (24) as females (12) in the associate (assistant, etc.) deans and directors group. In 1987, the majority were females.

Of the 20 individuals being considered here, 12 (5 males and 7 females) had fiscal year appointments, while 8 (3 males and 5 females) had academic year appointments.

For the 12 with fiscal year appointments, the high salary was $68,834 (a female), the low was $38.040 (a female). The mean salary for the 5 males was $50,294 while for the 7 females the mean was $52,777. The mean for the males and females combined was $51,535.

For the 8 associate (assistant, etc.) deans and directors holding academic year appointments (3 males and 5 females), the high salary was $53,700 (a female) the low was $36,429 (a female). The mean salary for the 3 males was $42,762; for the females the mean was $46,833. The mean salary for all associate and assistant deans and directors holding academic year appointments for 1986-87 was $45,273.

The salaries of full-time faculty who serve as associate (assistant, etc.) deans and directors are usually determined to a greater degree by their academic rank than by their administrative titles and responsibilities. Most also have some teaching responsibilities. Consequently, the above computations are likely to change quite a bit from year to year. As a consequence of this, the persons who hold these positions are included in the tables that follow under their academic rank.

NEW FACULTY APPOINTMENTS

Between January 2, 1986 and January 1, 1987, exclusive of deans and directors, 56 new full-time regular faculty members were appointed. This compares with a total of 48 last year, and 39 the previous year. Table I-10 provides a basis for comparing the annual number of new faculty appointments over the past 10 years. In earlier reports, this table counted deans and directors, including those with acting or interim status, even when appointed from within their own faculties. However, due to a marked increase of acting or interim deans and directors tended to skew the figures, last year this table was recalculated for the previous years to exclude all deans and directors as well as persons with a visiting appointment.

TABLE I-10
Ratio of New Faculty Appointments to Total Faculty, Exclusive of Deans and Directors, 1976-1986

Year	Number of Schools	Total Full-time Faculty	New Appointments	Percent of New Appointments
1975-76	62	636	51	8.0
1976-77	64	643	44	6.8
1977-78	64	620	59	9.5
1978-79	67	648	52	8.0
1979-80	67	647	50	7.7
1980-81	69	653	48	7.4
1981-82	69	637	55	8.6
1982-83	68	613	47	7.7
1983-84	66	656	47	7.2
1984-85	66	650	39	6.0
1985-86	62	602	48	8.0
1986-87	57 of 60	572	56	9.8

The following table shows the sex of the 56 new faculty members appointed to full-time regular positions in the various faculty ranks betwen January 2, 1986 and January 1, 1987, in ALA accredited schools.

TABLE I-11
Rank & Sex of 56 New Faculty, Exclusive of Deans and Directors, Appointed Between January 2, 1986 and January 1, 1987

Rank	Males	Females	Total
Professor	7	0	7
Associate Professor	8	4	12
Assistant Professor	11	18	29
Instructor	0	4	4
Lecturer	2	2	4
Total	28	28	56

Of the 12 new associate professors who were not deans or directors, all but one received academic year appointments and all but one held earned doctorates. Their age categories were: 2 from 35-39, 7 from 40-44, 1 from 45-49, 1 over 60. Five were appointed with tenure. There were 7 new appointments at the rank of professor which were not deans or directors. These were all in U.S. schools, and all were male. Their ages ranged from 35 to 60. Only one was appointed without tenure. All but one were academic year appointments.

Because the most common rank at which new faculty members are appointed is that of assistant professor, the salaries paid this group, along with other characteristics, are always of particular interest. There were 29 new assistant professors appointed to permanent positions in 1986-87. This compares with 32 in 1985-86, 27 in 1984-85, 25 in 1983-84, 29 in 1982-83 and 1981-82 and 28 in 1980-81. These figures show that the number has fluctuated over the past few years, but has varied only slightly. The decrease in the number of ALA accredited schools this year from last year probably accounts the decrease in new assistant professor appointments. However, as noted above new appointments at all ranks in 1986-87 is up 1.8 percent over 1985-86. Of the 29 new assistant professors appointed in 1986-87, 11 were male (37.9 percent) and 18 were female (62.1 percent).

Among the 29 new assistant professors, 27 had completed their doctorates by January 1, 1987. The disciplines of the 29 new assistant professors with earned doctorates were distributed into the following subject fields:

Information Science	1
Library and Information Science	19
Information Transfer	1
Physics	1
Education	2
English	1
Communications	1
Computer Applications to Education and Training	1

Of the 29 new assistant professors in 1986-87, 2 were in Canadian schools and 27 were in U.S. schools. Twenty-five were white, 2 were black, and 2 were Asian or Pacific Islanders. All twenty-nine were appointed for academic year terms. Age categories provided are as follows:

60-64	0
55-59	0
50-54	3
45-49	3
40-44	12
35-39	5
30-34	4
25-29	2
	29

Salaries were reported for 29 new assistant professors appointed in 1986-87 ranged from a high of $36,000 to a low of $22,000. The mean salary for persons with an academic year appointment was this group (which included 2 Canadian appointments) was $27,183 and the median was $26,800. There were no fiscal year salary appointments made at the assistant professor level.

The mean salary for the 11 males appointed for the academic year to the rank of assistant professor in 1986-87 was $28,290 (median $28,000). For the 18 females appointed as assistant professors for the academic year, the mean salary was $26,399 (median $26,400). These figures are in sharp contrast to those of last year. The difference in the mean salary of male and female appointees in 1985-86 was $1,099 (including fiscal year appointments) in favor of female appointees. In 1986-97, the difference is $1,951 and favors the males. When the salaries of those without doctoral degrees both female are removed from the calculation, the difference is reduced to $1,747 in favor of male appointees.

The following table shows the mean beginning salaries for assistant professors with academic year appointments since 1976-77. During those years, women have out-distanced their male colleagues' average salary only in 1978-79, 1979-80, and in 1985-86. In the total number of these appointments, 258, women have accounted for 149 (57.7 percent) while men have accounted for 109 (42.2 percent).

TABLE I-11a
New Assistant Professors - Academic Year
Appointments, 1977-1987

Year	Total Number	Mean Average For Males	Mean Average For Females	Mean Average For All	Percentage of Increase
76-77	22	$15,576 (10)	$14,707 (12)	$15,105	
77-78	23	15,386 (10)	14,907 (13)	15,115	.09
78-79	30	16,188 (16)	17,241 (14)	16,679	10.35
79-80	18	17,065 (6)	17,445 (12)	17,319	3.84
80-81	25	19,928 (8)	18,777 (10)	19,146	10.55

Table I-11a (cont'd.)

Year	Total Number	Mean Average For Males	Mean Average For Females	Mean Average For All	Percentage of Increase
81-82	22	20,854 (9)	20,270 (13)	20,509	7.12
82-83	22	23,335 (8)	21,604 (14)	22,233	8.40
83-84	19	24,170 (8)	21,335 (11)	23,722	6.70
84-85	24	25,277 (9)	23,748 (15)	24,321	2.50
85-86	24	26,000 (8)	26,946 (17)	26,732	9.91
86-87	29	28,290 (11)	26,399 (18)	27,183	1.69

There were no new fiscal year appointments at the assistant professor level during 1986-87. Because the number of new assistant professors appointed for the fiscal year has always been small, no effort has been made in the past to tabulate these appointments by gender and salary. During the past 11 years, only 44 fiscal year appointments have been made at the assistant professor level, as compared to 258 appointed for the academic year.

The actual distribution of salaries of the 29 new assistant professors in 1986-87 is shown in the following table. Because only 2 of the academic year appointments were in Canadian schools, these will not be identified separately. Identification of those appointed at Canadian schools could compromise the confidentiality of the individuals' salaries.

TABLE I-12
Distribution of Salaries for 29 New Assistant Professors, 1986-87

Academic Year Appointment	Salary	Gender
	$36,000	Male
	35,000	Male
	30,933	Male
	(2) 30,000	Female
	29,798	Female
	(2) 29,500	Female
	29,000	Male
	(2) 28,000	Male
	27,500	Female
	(2) 27,000	Female
	26,800	Female
	26,500	Male
	(2) 26,000	Male
	(3) 26,000	Female
	25,560	Male
	24,003	Female
	(2) 24,000	Female
	23,500	Male
	22,500	Female
	22,200	Female
	22,000	Female

There were 4 full-time instructors appointed during 1986-87 among the 57 reporting ALA accredited schools. All 4 were female, and 2 were academic year, 2 were fiscal year appointments. Because of the limited number of individuals involved, the salary range and individual salaries will not be reported.

There were 4 new appointments at the rank of lecturer between January 2, 1985 and January 1, 1987. Two were females and 2 were males; 2 were academic and 2 were fiscal year appointments. The salaries for these appointments will not be reported in order to preserve the confidentiality of the information.

FACULTY SALARIES-ALL FACULTY

The following table enables one to compare 1986-87 mean and median salaries at each rank with those of a year earlier (1985-86). In both years, salary figures were withheld by two schools, Brigham Young and Chicago because of institutional policy. In addition in 1986-87, Dalhousie withheld salary information for all faculty, Pittsburgh withheld the Dean's salary, and Chicago, Clarion and Catholic did not return report at all. A total of 572 salaries (including those of deans and directors) were reported for 1986-87. In 1985-86, there were 603, in 1984-85, the number was 633 salaries. In 1983-84, this total was 642, in 1982-83 it was 662, and in 1981-82 it was 687.

TABLE I-13
Faculty Salaries, ALA Accredited Schools,
1985-86 (60) and 1986-87 (55)

Rank and Term	1984-85		1985-86	
	Mean	Median	Mean	Median
Deans & Directors FY	$56,662	$57,370	$61,247	$60,600
Deans & Directors AY	41,565	42,254	45,148	45,148
Professors FY	55,725	56,066	58,686	60,050
Professors AY	43,550	42,150	47,340	46,056
Assoc. Profs. FY	43,688	42,479	47,500	45,700
Assoc. Profs. AY	32,991	32,463	34,851	40,000
Asst. Profs FY	30,451	35,475	37,745	38,049
Asst. Profs AY	27,225	27,000	28,962	28,537
Instructors FY	17,379	17,379	30,815	31,000
Instructors AY	23,717	22,675	25,858	24,075
Lecturers FY	28,875	29,612	30,265	31,780
Lecturers AY	30,032	26,700	31,323	29,000

The mean and median salaries shown above in Table I-13 have been based on all salaries reported without regard to region. Furthermore, no attempt has been made to compute the exchange rate between the Canadian dollar and the U.S. dollar. Since Canadian university salaries are often higher than those in the U.S., and there are geographical differences in the U.S. as well, Table I-13a is intended to show average salaries by region and for Canadian schools. The regions used are those used by ALA's Committee on Accreditation in its semiannual listing of accredited programs, even though this results in uneven numerical groupings. Brigham Young, Chicago, Catholic, Clarion, and Dalhousie were not included in their respective regions because salaries are not provided by those schools. The number of faculty salaries included is shown in each category in parentheses. In those instances where only 1 salary fits into a given category, the salary is not reported in order to protect the confidentiality of the individual to whom the salary applies.

Northeast: Albany, Buffalo, Columbia, Drexel, Long Island, Maryland, Pittsburgh, Pratt, Queens, Rutgers, St. John's, Simmons, Southern Connecticut, and Syracuse. (14 schools reporting)

Southeast: Alabama, Atlanta, Emory, Florida State, Kentucky, Louisiana State, North Carolina, North Carolina Central, North Carolina at Greensboro, Peabody, South Carolina, South Florida, Southern Mississippi, and Tennessee. (14 schools)

Midwest: Emporia State, Illinois, Indiana, Iowa, Kent State, Michigan, Missouri, Northern Illinois, Rosary, Wisconsin-Madison, and Wisconsin-Milwaukee. (11 schools)

Southwest: Arizona, North Texas, Oklahoma, Texas, and Texas Women's. (5 schools)

West: California-Berkeley, California-Los Angeles, Hawaii, San Jose, and Washington. (5 schools)

Canada: Alberta, British Columbia, McGill, Montreal, Toronto, and Western Ontario. (6 schools)

TABLE I-13a
Mean Salary for Faculty of 52 ALA
Accredited Schools Divided by Region, 1986-87

Fiscal Year Mean Salaries				
Region	Deans & Dir.	Professors	Assoc. Profs.	Asst. Profs
Northeast	(13) $58,297	(13) $54,425	(12) $45,278	(2) $35,330
Southeast	(12) 58,011	(0)	(0)	(1)
Midwest	(11) 58,367	(3) 52,480	(5) 42,232	(2) 32,334
Southwest	(5) 57,447	(0)	(1)	(0)
West	(5) 65,773	(1)	(0)	(1)
Canada	(6) 67,514	(23) 62,207	(34) 47,500	(14) 40,001

Academic Year Mean Salary				
Region	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
Northeast	(0)	(36) $50,569	(43) $36,552	(33) $30,364
Southeast	(2) 45,147	(30) 44,204	(41) 33,149	(36) 26,917
Midwest	(0)	(17) 46,329	(31) 33,798	(35) 28,172
Southwest	(0)	(13) 44,253	(14) 31,969	(7) 25,566
West	(0)	(13) 49,468	(11) 37,446	(16) 30,588
Canada	(0)	(2) 38,557	(4) 45,536	(8) 32,778

The following table shows the difference between mean salaries in the library schools in the U.S. and those of Canada. In evaluating these figures it is important to remember that the difference in exchange rate between the U.S. and the Canadian dollars on January 1, 1987 was $.725 U.S. to $1.00 Canadian.

TABLE I-13b:
Average Salaries Among 52 Library Schools in the U.S. Compared to Average Salaries Among 6 Library Schools in Canada, 1986-87

Fiscal Year				
	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
U.S.	(46) $61,247	(17) $58,063	(18) $46,405	(6) $35,508
Canada	(6) $67,513	(23) $62,207	(23) $47,500	(14) $40,001
Academic Year				
	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
U.S.	(2) $45,147	(109) $47,405	(140) $34,851	(127) $28,798
Canada	(0)	(0)	(4) $45,536	(8) $32,778

Improvements in the mean faculty salary in 1986-87 over 1985-86 at each rank are shown in the following table. It should be kept in mind, however, that promotions, resignations, retirements, and new appointments in 1986-87 result in a different group of people being compared for these two years. Because actual names of faculty members are not provided by the schools, it is not possible to separate the continuing faculty in a given rank from those entering that rank. The results of these limitations mean that the improvement in salary is for the incumbents of each rank at a given time and do not reflect individual salary improvement.

TABLE I-14:
Improvement in Average Salaries for Faculty in ALA Accredited Schools Between 1985-86 and 1986-87

Rank	Number in 1985-86	Number in 1986-87	Improvement in Mean Salary	Percentage of Mean Salary
Deans & Dir. FY	55	52	$4,858	8.0%
Deans & Dir. AY	6	2	3,583	8.63%
Professors FY	41	40	2,981	5.3%
Professors AY	121	109	3,780	8.7%
Assoc. Profs FY	38	44	3,832	8.2%
Assoc. Profs AY	151	144	1,860	5.6%
Asst. Profs FY	33	20	7,294	23.9%
Asst. Profs AY	118	132	1,737	6.3%
Instructors FY	1	1	13,436	77.0%
Instructors AY	9	8	2,141	9.0%
Lecturers FY	4	7	1,390	4.8%
Lecturers AY	7	10	1,291	4.3%
Totals:	584	569		

In reading the following table, one should keep in mind that the small number of faculty holding the instructor and lecturer rank, and the small number of deans and directors holding and academic year appointment, detract from the significance of those particular percentages.

TABLE I-14a:
Percentage of Salary Improvement by Rank, Among ALA Accredited Schools over 5 Years, 1981-82 to 1985-86

	1982-83	1983-84	1984-85	1985-86	1986-87	Total
Deans & Dir. FY	6.0	5.9	4.0	5.4	8.0	29.3
Deans & Dir. AY	10.6	.6	-4.1	3.7	8.6	49.1
Professors FY	11.6	2.0	7.0	4.0	5.3	28.7
Professors AY	8.6	5.1	3.4	7.1	8.7	32.9
Assoc. Prof. FY	5.1	2.9	3.2	5.2	5.2	21.6
Assoc. Prof. AY	7.7	5.1	3.2	4.4	5.6	26.0
Asst. Prof. FY	7.9	1.1	3.5	5.0	23.9	41.4
Asst. Prof. AY	7.0	4.7	4.7	5.0	6.3	27.7
Instructors FY	15.2	2.8	1.9	-23.9	77.0	43.8
Instructors AY	7.8	4.1	5.8	8.6	9.0	35.3
Lecturers FY	25.3	9.4	-15.7	-3.4	4.8	52.1
Lecturers AY	.2	14.2	1.5	-5.0	4.3	15.2

The following table enables one to compare the mean salaries in each faculty rank for males and females. As noted above, salaries for two of the 57 ALA schools were not reported: Brigham Young and Dalhousie. As is seen in the following table, in the principle faculty ranks the mean salary for males exceeds that for females in all ranks.

TABLE I-15
Male and Female Faculty Salaries in 55 ALA Accredited Schools on January 1, 1987

Fiscal Year Appointments, 1986-87				
Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Dir.*	37	$63,231	17	$56,222
Professors	22	60,986	18	55,461
Assoc. Profs	19	47,676	15	47,274
Asst. Profs	11	36,703	9	39,017
Instructors	0	-0-	1	------
Lecturers	2	33,855	5	30,122

Academic Year Appointments, 1986-87				
Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Dir.	2	$45,148	0	$
Professors	81	48,386	28	44,875
Assoc. Profs.	91	35,057	53	34,527
Asst. Profs.	44	27,700	88	27,866
Instructors	3	27,425	5	23,980
Lecturers	5	30,510	5	31,270

The library schools in the United States were again asked to provide ethnic data for their full-time faculty. Fifty-one schools which responded to the survey provided this information listed in Table I-17.

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*54 reporting salaries

TABLE I-17:
Ethnic Background of 507 Full-time Faculty in 51 ALA Accredited Schools in the U.S., January 1, 1987

Rank	Asian Indian	Asian or Pacific Islander	Black	Hispanic	White	Total
Deans & Dir.	0	1	6	0	46	53
Professors	0	2	6	1	124	131
Assoc. Profs.	0	5	5	1	148	159
Asst. Profs.	0	3	12	0	124	139
Instructors	0	0	1	0	11	12
Lecturers	0	0	1	0	12	13

The table that follows provides age category data for the full-time faculty with academic rank in all ALA accredited schools except Chicago, Clarion, Catholic and Dalhousie. It has been noted in earlier reports that the average age of the faculty is increasing. For example, on January 1, 1987, 33.8 percent of the faculty were reported as 55 or older.

TABLE I-18
Age Categories of Full-time Faculty on January 1, 1987 in 56 ALA Accredited Schools

	70+	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	Total
Deans & Dir.	1	1	7	17	12	10	3	4	0	56
Professors	2	9	31	46	28	27	7	2	0	121
Assoc Profs.	0	5	21	24	30	33	41	16	2	172
Asst Profs.	0	0	7	8	14	25	50	28	16	148
Instructors	0	0	0	0	2	1	1	3	3	10
Lecturers	0	1	2	5	0	2	1	3	1	12
TOTALS	3	16	68	100	86	98	103	56	22	552
Percentage of Total	.5	2.9	12.3	18.1	15.5	17.7	18.6	10.1	3.9	

YEAR OF INITIAL APPOINTMENT

Each of the 57 reporting ALA Accredited schools responded to the request for the date of initial appointment to its full-time faculty of each current faculty member. In Table I-19, the date shown represents that initial appointment year for each of the faculty members where academic rank was reported, who were employed on January 1, 1987.

TABLE I-19:
Year of Initial Appointment of Full-time Faculty at Their Present ALA Accredited School

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers	
	M	F	M	F	M	F	M	F	M	F	M	F
1946			1									
1951					1							
1954							1					
1955				1								
1956			1									
1958			1	1								
1959			2	1								
1961			1	1	1							
1962			2		1							1
1963			4					1				
1964	1			2								
1965	1		5	3		1						
1966	1	1	4	3	4	1						
1967	1		8	2	2	1						1
1968	3		4		4			3				
1969	3	1	13	6	3	2		1				
1970	4		10	3	6	2						
1971	1		8	5	8	4	1	1				
1972	1	1	3	2	9	1		3				
1973	3		1	4	4	6		3			1	
1974		2	6	1	8	8		1				1
1975	3	1	2	2	4	5	1	1				
1976	1		4	2	5	3	2	1				
1977	1	1	5	3	9	10		1				
1978		3	2	1	5	2	1	1				
1979	1		1	1	2	2	2	2		1		
1980			3		4	5		2				
1981	3	2	1	2	6	5	5	8				
1982		2	1		6	3	6	10				
1983		2	2		5	2	6	8	2	1	2	1
1984	2	1	1		1	2	6	11	1			
1985	4	2	4		1	2	11	18		1	1	3
1986	2	2	5		7	4	10	16		4	1	1
1987					3		2	3			1	1

In the following table, the year is given for the appointment for promotion of each of the full-time faculty members who hold academic rank to his/her present academic rank in the library school where he/she holds a full time post. In this listing, deans and directors have been distributed according to their faculty titles.

TABLE I-20
Year of Appointment or Promotion of Full-time Faculty to Their Present Rank in Their Respective Schools

	Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers	
	M	F	M	F	M	F	M	F	M	F
1962	1		1							
1963	3				1					
1965	1									
1966	3		2							
1967	2	1	4							
1968	3		1							
1969	5	1	1			1				
1970	5	2				2				
1971	2	1		2	1	1				
1972	4		3	1		1				
1973	2	1		1		1			1	
1974	3	2	3	5		1				1
1975	4	1	6							
1976	10	1	3	1	1	1				
1977	8	4	11	2	1	3				1
1978	3	1	5	4	2					
1979	7	2	5	5	2	2	1			
1980	8	4	3	9		3				
1981	8	4	11	7	6	8				1
1982	1	6	10	4	5	6				
1983	5	8	13	8	6	10	1	1	2	1
1984	4	1	8	4	6	9	1	1		
1985	9	4	7	4	10	20	1		1	3
1986	10		8	14	13	22		4	1	2
1987			4		1	4			1	

Among the 572 full-time faculty in the 57 ALA accredited schools participating in the 1986-87 study, there were 29 promotions within the professional ranks. This compares with only 20 last year, but was still considerably lower than the 42 recorded in 1983-84. In 1982-83, there were 23 promotions. As the following table suggests, the rate of promotion declined in 1985 and 1986 but has increased by 45 percent in 1987.

TABLE I-21:
Faculty Promotions in ALA Accredited Schools, 1982-1987

Rank to Which Promoted	1982-83		1983-84		1984-85		1985-86		1986-87	
	M	F	M	F	M	F	M	F	M	F
Professor	2	2	4	11	2	2	3	3	6	2
Assoc. Prof.	10	7	10	10	6	4	6	4	4	8
Asst. Prof.	1	1	3	4	0	0	0	4	2	7
TOTALS	13	10	17	25	8	6	9	11	12	17

TABLE I-21a:
Number of Years as Full-time Faculty Member in Their Respective Schools of the Individuals Promoted in 1986-87

Rank	No. Persons		No. Years	Rank	No. Persons		No. Years
	M	F			M	F	
Profs	1	1	17	Assoc Profs	1		15
	1		15		1		8
	1		12		1	2	6
	1		9		1	1	5
	1		5		1	3	4
		1	3		1		3
	1		1			1	1
Asst. Profs.	1		7				
		1	5				
		1	4				
		2	2				
	1	3	1				

In lieu of repeating the detailed background of earned doctorates by gender, rank, and field, customarily included in Table I-22, only a summary will be presented. The number of earned doctorates held on January 1, 1987 for the total faculty population of 572 (including Deans and Directors) was 467, (81.6 percent). This is an increase in the percentage from last year, as shown in Table I-22a, following the trend toward an increased number of faculty members holding the doctorate. Of the 467 faculty members holding the doctorate, 298 (63.8 percent) had their degree in library and/or information science, 169 faculty members had doctorates outside library science. Table I-22a indicates the percentage of faculty members holding doctorates, by sex.

Data on the number of faculty with earned doctorates have been collected since 1977. The following table shows the steady growth of its percentage over these 10 years. During that time period the percentage of total faculty members who hold the doctorate has increaased from 61.8 pecent to 79.9 percent, a substantial increase. The rate of increase of females exceeded that of males. However, the percentage of male faculty members that have completed the doctorate is still higher than that of their female counterparts. This gap is decreasing though.

TABLE I-22a:
Percentage of Full-time Faculty in 57 ALA
Accredited Schools With Earned Doctorates, 1977-87

Year	Percentage of Males With Earned Doctorates	Percentage of Females With Earned Doctorates	Percentage of Total Faculty with Earned Doctorates
1977	69.3	50.9	61.8
1978	73.6	53.0	65.2
1979	75.4	55.4	67.0
1980	76.7	56.8	68.5
1981	77.1	61.3	70.8
1982	78.1	63.0	71.5
1983	81.0	63.0	71.5
1984	82.3	70.1	77.1
1985	80.0	74.9	77.9
1986	82.6	75.9	79.9
1987	85.3	77.1	81.6

The following table provides a listing of the disciplines other than library and information science in which 169 faculty members held doctorates on January 1, 1987. While deans were asked to be precise in identifying these disciplines as they completed the questionnaire, the responses were often not clear, and the instructions were frequently given varying interpretation. The fields other than library science, information science, and library/information science are quite varied, as has been the case in the past. For example, in the field of education, numerous specific subfields are indentified, some of which might be the same degree with a slightly different name. Because of the wide variation, this year the frequency of doctorates in fields other than library and/or information science will not be noted individually. Only the disciplines will be identified.

TABLE I-23
Earned Doctorates Outside Library and Information Science
Held by 169 Full-time Faculty in 57 ALA Accredited Schools
on January 1, 1987

Adult Education
American History
Business Administration
Chemistry
Child and Young Adult Literature
Communication
Communication/Speech
Communications Research

Table I-23 (cont'd.)

Computer Science
Curriculum
Curriculum and Instruction
Curriculum Design
Economics
Education
Education and Library Science
Education Research
Educational Media
Educational Technology
Electrical Engineering
Elementary Education
Engineering
English
English Education
English Literature
Folklore and Literature
Higher Education
History
History/Education
History of Science
Humanities
Industrial Engineering
Information Transfer
Instructional Development
Instructional Systems Technology
Instructional Technology
Land Resources
Latin
Law
Library Administration/Public Administration
Linguistics
Literature and Linguistics
Logic/Method
Management of Information Resources
Mathematics
Media
Microbiology
Modern Language
Music History
Philosophy
Physics
Political Science
Psychology
Public Administration
Religion
Roman Studies
Romance Languages and/or Literature
Science
Secondary Curriculum and Instruction

Table I-23 (cont'd.)

Sociology
Social Work
Spanish
Speech
Speech/Mass Communication
Urban Education
Zoology

While approximately 82 percent of the full-time faculty teaching in 57 ALA accredited schools had completed doctoral degrees prior to January 1, 1986, the percentage of faculty within individual schools holding the doctorate varied considerably, from a low of 10 percent to a high of 100 percent in 10 schools. In 3 schools, half or less of the faculty held doctorates. This is down from 4 schools last year.

TABLE I-24:
Percentage of Faculty Having Doctorates in 57 ALA Accredited Schools on January 1, 1987

Percentage	Number of Schools
100	10
95-99	-
90-94	9
85-89	12
80-84	7
75-79	8
70-74	4
65-69	2
60-64	1
55-59	-
50-54	1
45-49	-
40-44	-
35-39	1
30-34	1
25-29	-
20-24	-
10-14	1
	62

TENURE

Of the 572 full-time faculty in the 57 ALA accredited schools that reported on their faculty this year, 67.0 percent of the faculty members were reported as having tenure on January 1, 1987. (Those with "security of Appointment" have been included in this number). Information on tenure has been collected since 1977, and is reported in Table I-25. As can be seen from this table, the percent of the total faculty in ALA accredited schools is slightly lower this year than during the previous year. The percentage of tenured faculty members in all ALA accredited schools has increased by approximately 10 percent since 1976-77, a fact that no doubt has had an impact on faculty mobility in library education. More than two-thirds (nearly 7 out of 10) of the total number of faculty members in ALA accredited schools have tenure.

TABLE I-25:
Percentages of Tenured Faculty Among ALA Accredited Schools, 1977-87

Year	Percentage of Tenured Faculty
1976-77	58.4
1977-78	60.0
1978-79	62.1
1979-80	64.8
1980-81	66.3
1981-82	65.0
1982-83	66.3
1983-84	67.8
1984-85	64.2
1985-86	68.0
1986-87	67.0

Five schools reported having all-tenured faculties. Last year there were 4, and for previous two years the number was 11. Two schools which had the lowest percentage of tenured faculty had only 2 of 7 (28 percent). The following table show the variation among 57 schools that reported tenure data for 1986-87.

TABLE I-26:
Percentage of Tenured Faculty Among 57 ALA Accredited Schools, January 1, 1987

Percentage of Tenured Faculty	Number of Schools
100	5
95-99	-
90-94	3
85-89	2
80-84	2
75-79	8
70-74	7
65-69	6
60-64	3
55-59	6
50-54	8
45-49	1
40-44	4
35-39	1
30-34	-
25-29	2
	58

The following table shows tenure status by rank and sex of the faculty members holding academic rank and included in this study. It should be understood, of course, that deans and directors shown with tenure enjoy that tenure as faculty members, not as their schools' executive officers.

TABLE I-26a:
Tenure Status by Rank and Sex Among 57 ALA
Accredited Schools on January 1, 1987

	With Tenure			Without Tenure		
	Males	Females	Total	Males	Females	Total
Deans & Directors	36	20	56	1	0	1
Professors	102	57	149	3	0	3
Associate Profs.	94	62	156	20	8	28
Assistant Profs.	6	13	19	50	82	132
Instructors	0	0	0	1	8	9
Lecturers	5	1	6	7	8	12
Total:	243	143	386	82	106	185

Tables were provided showing regional difference in faculty size and sex (Tables I-26b and I-26c) were included in the 1983 report and the report for 1978-79. However, it is not necessary to provide these particular data each year and so they will not be included in this year's report. The table that appeared in the 1984 report as Table I-26d, showing regional differences in average salaries, has been shifted to the section following Table I-13.

In the table that follows, 572 individual faculty salaries (including those for 54 deans and directors) reported by 55 of the ALA accredited schools. All salaries are included except for persons who do not have academic rank, salaries from Brigham Young which has an institutional policy against reporting salaries, Dalhousie which did not report any salaries and Pittsburgh which did not report the salary of the Dean. The salaries are distributed by rank in increments of $500 (except where there are large gaps between salaries. The salaries for associate (assistant, etc.) deans and directors have been entered according to their faculty ranks.

TABLE I-27: Salaries on January 1, 1987 of 572 Full-time Faculty in 55 ALA Accredited Schools

	Deans & Directors 11-12 mos.	Deans & Directors 9-10 mos.	Professors 11-12 mos.	Professors 9-10 mos.	Associate Professors 11-12 mos.	Associate Professors 9-10 mos.	Assistant Professors 11-12 mos.	Assistant Professors 9-10 mos.	Instructors 11-12 mos.	Instructors 9-10 mos.	Lecturers 11-12 mos.	Lecturers 9-10 mos.
95,000-95,499	1											
90,500-90,999	1											
82,000-82,499	1											
78,500-78,999	2											
77,500-77,999	1		1									
77,000-77,499	1											
76,000-76,499	1											
75,000-75,499	1		1									
74,500-74,999	1		1									
74,000-74,499	1											
72,500-72,999	1											
72,000-72,499	1		1									
71,500-71,999	1			2								
71,000-71,499	1											
69,000-69,499			1									
68,500-68,999	1		1									
68,000-68,499	1		1									
67,500-67,999				1								
67,000-67,499	1		1									
66,500-66,999				1								
66,000-66,499			1									
65,500-65,999	1		3									
65,000-65,499	1				1							
64,500-64,999												
64,000-64,499	3			1								
63,500-63,999	1											
63,000-63,499												

TABLE I-27: Salaries on January 1, 1987 of 572 Full-time Faculty in 55 ALA Accredited Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
62,500-62,999			1									
62,000-62,499	1		2		1							
61,500-61,999			1		1							
61,000-61,499				3								
60,500-60,999	2		1	2								
60,000-60,499			2									
59,500-59,999												
59,000-59,499				1								
58,500-58,999			1	1							1	
58,000-58,499				3								
57,500-57,999	1		1									
57,000-57,499	4			1								
56,500-56,999				2	1							
56,000-56,499			1	1	2							
55,500-55,999			1									
55,000-55,499	2		1									
54,500-54,999			1	1								
54,000-54,499	3			1								
53,500-53,999				1		1	1					
53,000-53,499	1			1								
52,500-52,999												
52,000-52,499	2			2								
51,500-51,999			1									
51,000-51,499	1			2								
50,500-50,999			1	2	1							
50,000-50,499				2	1							
49,500-49,999				1								
49,000-49,499	1		1	8								
48,500-48,999	1			2		1						
48,000-48,499	1			2	1							
47,500-47,999		1	1	3								
47,000-47,499				1	1							1
46,500-46,999				2	1	1						
46,000-46,499	1			7	5							
45,500-45,999				1	1	2	1					

TABLE I-27: Salaries on January 1, 1987 of 572 Full-time Faculty in 53 ALA Accredited Schools

	Deans & Directors 11-12 mos.	Deans & Directors 9-10 mos.	Professors 11-12 mos.	Professors 9-10 mos.	Associate Professors 11-12 mos.	Associate Professors 9-10 mos.	Assistant Professors 11-12 mos.	Assistant Professors 9-10 mos.	Instructors 11-12 mos.	Instructors 9-10 mos.	Lecturers 11-12 mos.	Lecturers 9-10 mos.
45,000-45,499	1			4	1	1						
44,500-44,499	1		2	2	1	2						
44,000-44,499				4	3	1						
43,500-43,999	1		1	5		1						
43,000-43,499				7	1	1						
42,500-42,999		1		3		3						
42,000-42,499	1		1	2	1	1	1					
41,500-41,999	1			1	1							
41,000-41,499	1			5		3						
40,500-40,999	1		1	3	1	2	2					
40,000-40,499	1			3		2		1				
39,500-39,999				3	1	1	1					
39,000-39,499			1	1	2	7	1					
38,500-38,999				1		1		1				
38,000-38,499				1	1	2	2					
37,500-37,999				1	1	2		1				
37,000-37,499				2		5	1	2				
36,500-36,999						6						
36,000-36,499				2		4	1	2	1			1
35,500-35,999						5	1				1	
35,000-35,499				3	1	9		2				
34,500-34,999						6	1	1				
34,000-34,499						14	1	2		1		
33,500-33,999						4		7				
33,000-33,499				1		7		2				
32,500-32,999						4	1	4				
32,000-32,499						4	1	2			1	2
31,500-31,999						4		3			1	
31,000-31,499						5		3	1			
30,500-30,999						4		5				
30,000-30,499						5		6				
29,500-29,999						3		8				
29,000-29,499						7	1	6				1
28,500-28,999						1		6				
28,000-28,499						3		6			1	2

TABLE I-27: Salaries on January 1, 1987 of 572 Full-time Faculty in 55 ALA Accredited Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
27,500-27,999								5				
27,000-27,499						2		12				
26,500-26,999						5		3				
26,000-26,499								7				
25,500-25,999						1		5				
25,000-25,499								5				1
24,500-24,999						1		2		1		
24,000-24,499								11		2		1
23,500-23,999								3		1		
23,000-23,499								2		1	1	
22,500-22,999								2				
22,000-22,499								2				
21,500-21,999												
21,000-21,499								1				
20,500-20,999												
20,000-20,499							1		1			

Part Ia:

This is the eighth year in which schools not accredited by the American Library Association (hereafter referred to as non-ALA schools) have participated in this survey. In past volumes of this report, the schools reported on in this section were referred to as ALISE associate-member schools. Questionnaires were mailed to all non-ALA programs that held institutional membership in ALISE the fall of 1986. Responses were received from 7 schools and are reported here. The 7 programs reported on here are: Appalachian State University (Department of Library Science & Educational Foundation); Bowling Green State (Dept. of Library and Educational Media); Bridgewater State College (Department of Media and Librarianship); East Carolina University (Department of Library and Information Studies); Indiana State University, Terre Haute (Department of Library Science); and Kutztown University (Department of Library Science); Sam Houston State University (School of Library Science).

During the eight years in which the non-ALA accredited schools have been included in this study, there has been a steady decline in the number of schools which have responded to the request for faculty information. In 1979-80 there were 27. In the following year (1980-81), the number fell to 23, and in 1981-82, there was a further decline to 18. For the next two years, 15 responded. Last year, only 13 of the schools responded. This year the number dropped to 7. However, some of the schools that responded last year did not respond this year and some that responded this year did not respond last year. The result is that the data are not really comparable from year to year. However, unlike previous years, when a large number of the faculty positions originated in one program, this year the faculty positions are more evenly distributed among the entire list of schools that responded. Nevertheless, some of the tables included in previous years are not included because the limited number of responses would result in meaningless data.

It has been noted in the previous introductions to this part of the report that meaningful and comparable statistics are difficult to report for the Non-ALA schools. This is due to the uneven and limited participation of many of the schools. The result of this uneven coverage is that comparisons over time are misleading because they include a changing set of institutions, and items such as salary improvement cannot reflect true improvement because of the changes in the schools included. It is important for the reader to understand the limitations of these data and not make comparisons which are invalid as a result of the data. For example, this year only 4 of the 7 responding Non-ALA schools specifically identified an executive officer for the program. In the past, when this was the case, the information was obtained from the directory issue of the Journal of Education for Library and Information Science. However, currently, only the information reported by the institutions is included in this report. The following table shows the distribution of the titles of executive officers of those schools that responded to the questionnaire.

TABLE I-28:
Titles of 4 Executive Officers of Non-ALA Accredited Schools, January 1, 1987

Title	Number
Director	1
Chair	3
Information not supplied	3

TITLE I-29:
Organizational Status of 7 Non-ALA Accredited Schools, January 1, 1987

Name	Number
School	1
Department	6

While, as seen in Table I-28, the titles dean and director are not often used in the Non-ALA schools, the collective title "Deans and Directors" used in this study for schools' executive officers of ALA schools will also be used here for the sake of consistency.

Among the 7 non-ALA schools contributing data for this study, the number of full-time faculty varies from 1 to 7. Because in a number of these programs degrees are offered in such areas as media technology and communication, it can be assumed that some of the faculty reported as full-time do not actually devote their full-time to instruction in the area of library and/or information science. Among these 7 schools, a total of 29 full-time faculty were reported (including the heads of these programs). In past years, average faculty size was calculated and reported, but with the range from 1 to 7, and with only 7 schools reporting, and average has little or no meaning. However, Table I-30 shows a distribution for the specific size of the faculty of each school that responded to the request for information.

TABLE I-30:
Number of Full-time Faculty Among 7 Non-ALA Accredited Schools, January 1, 1987

Number of Full-time Faculty	Number of Schools
1	1
2	0
3	1
4	3
5	0
6	1
7	1
Total	7

Of the 29 full-time faculty, including executive officers, reported by 7 non-ALA schools, 14 (48.2 percent) were males while 15 (51.7 percent) were females. This is similar to last year when, among 25 schools, 47.2 percent were males and 39.3 percent were females. However, the number of the schools that reported is almost half the number reporting last year.

TABLE I-31:
Rank and Sex of Full-time Faculty in 7 Non-ALA Accredited Schools, January 1, 1987

Number	Rank	Males	Females
4	Deans and Directors	2	2
6	Professors	4	2
10	Associate Professors	4	6
7	Assistant Professors	4	3
1	Instructors	0	1
1	Lecturer	0	1

Of the 4 executive officers that were reported on the forms that were returned. All held academic year appointments. Of the 4, 3 had earned doctorates. All 4 were tenured.

TALBE I-31a:
Age Categories of 4 Full-time Executive Officers of Non-ALA Accredited Schools, January 1, 1987

Age Category	Number
55-59	2
50-54	1
45-49	1

Salary data were reported for all 4 of the executive officers of the non-ALA accredited schools. Among the 4 reported salaries, the high was $47,343, and the low was $38,070. Because of the limited number of salaries, a mean or median would not be useful here.

The length of service as executive officers of their respective schools is reported for the 4 individuals in Table I-32, below.

TABLE I-32:
Year of Appointment of 4 Executive Officers of Non-ALA Accredited Schools

Year	Number
1971	1
1980	1
1982	1
1983	1

All 4 executive officers of the schools that identified persons holding this position held the rank of professors.

Among the 29 full-time faculty (including the deans and directors) reported on from the 4 non-ALA accredited schools responding to the questionnaire, there was 1 new appointment in 1986. It was at the lecturer rank. Because of the limited number of new appointments, Table I-33 has been omitted from this year's report, as it was from the report of the previous four years.

Table 1-34 which follows, enables one to compare the 1986-87 mean and median salaries of full-time faculty members of 7 non-ALA accredited schools with those of 62 ALA accredited schools that responded with 1986-87 salaries.

TABLE 1-34
Faculty Salary Comparisons, ALA Accredited Schools and Non-ALA Accredited Schools, 1986-87

Faculty Rank & Term Of Appointment		ALA Accredited Schools		Non-ALA Accredited Schools	
		Mean	Median	Mean	Median
Deans and Directors	FY	$61,247	$60,600	$------	$------
Deans and Directors	AY	45,148	45,148	44,061	45,416
Professors	FY	58,686	60,050	------	------
Professors	AY	47,340	46,056	36,590	------
Assoc. Profs.	FY	47,500	45,700	------	------
Assoc. Profs.	AY	34,851	40,000	32,742	33,134
Asst. Profs.	FY	37,745	38,049	------	------
Asst. Profs.	AY	28,962	28,537	28,638	28,015

The following table enables one to compare the mean salary of male and female faculty for academic year appointments. In order to avoid endangering the confidentiality of Salary information, no salary will be reported when only one person is reported in any given category.

TABLE 1-35:
Mean Academic Year Faculty Salaries for Males and Females In 7 Non-ALA Accredited Schools, 1986-87

Rank	Number of Males	Mean Salary of Males	Number of Females	Mean Salary of Females
Professors	4	$44,369	2	$39,172
Assoc. Profs.	4	32,694	6	32,774
Assistant Profs.	4	28,449	3	27,996

Of the 29 full-time faculty in the 7 non-ALA accredited schools responded in this study. One person was identified as minority group members: asian pacific.

Table 1-36 would be titled Age Categories of 53 Full-time Faculty in 7 Non-ALA Accredited Schools on January 1, 1987 will not be reported this year because of the limited number of schools responding. These data were not reported last year for the same reason.

Of the 29 full-time faculty in the 7 non-ALA accredited schools that submitted responses to the questionnaire, including 4 executive officers, (55.1 percent) had earned doctorates as of January 1, 1987. This compares to 75.47 percent among those reporting last year. Of the 16 doctorates, 6 (37.5 percent) were in library science. The 10 doctorates in fields other than library science were concentrated largely in education, as indicated by the following list.

TABLE I-37:
Earned Doctorates Outside Library Science Held by Faculty Members Among 7 Non-ALA Accredited Schools, January 1, 1987

Education
Higher Education
Instructional media (including Media, AV Communication and Educational Media)
Instructional Development
Educational Administration
History

Because of the limited response from the non-ALA schools Table I-38 that provides the year of initial full-time faculty appointment, and Table I-39 that reports the year of appointment or promotion to the present academic rank will not be reported this year. These same tables were not reported in last year's report either. The data contained in these tables would have very limited value for generalizing about non-ALA schools.

Tenure status was indicated for all 29 faculty members reported by the 7 schools that responded to the questionnaire. Of the 29 individuals, 25 (86.2 percent) had tenure on Janaury 1, 1987. All but 1 male and 3 females held tenure.

In Table I-40, which follows, the salaries for the 29 faculty members from the non-ALA schools (including executive officers) are shown in increments of $500.

Part II:

This is the eighth year that the survey of library school faculty has included data provided in response to the general questionnaire distributed by the Association for Library and Information Science Education (ALISE). Data reported in Part II have been obtained from this questionnaire. Data reported in Part I of this report have been presented with the understanding that the writer would not link specific data with any single school. However, schools that respond to the ALISE questionnaire, leading to the information reported in Part II do so with the understanding that they will be identified with the information that they submit.

In past years, it is usual that fewer schools have responded to the ALISE general questionnaire than to the confidential faculty salary survey that is sent separately. This year the same schools responded in full to both reports. Three schools did not respond to either part. They are Catholic, Clarion and Chicago. However, these three schools are listed in the tables because they were eligible to respond but did not. Thus a total of 57 schools are identified among the ALA accredited schools in tables in Part II.

The section that reports data received from non-ALA accredited schools includes only 7 schools. This is all that reported. The ALA accredited schools are identified in Table I-41, and the non-ALA schools are identified in Table I-42, so they will not be repeated here.

It is important to note that the data reported in Part II cover the year previous to the salary data reported in Part I. This means that frequently the data will not be in agreement for a given school for the two time periods. However, the data are taken from the forms as reported by the schools.

The non-ALA schools differ widely from one another in their nature and characteristics. For example, some are schools, others are departments, and yet others are programs that reside within departments. Thus, comparison and analysis leads to results that might not be meaningful. Also, the population of the non-ALA schools that respond to the ALISE questionnaire changes from year to year. The number that responded for the time period covered by this report was disappointingly small. For this reason, generalizations about the non-ALA schools, comparing responses from one year to another have been avoided because the comparisons are not meaningful.

TABLE I-40: Salaries on January 1, 1967 of 29 Full-time Faculty in 7 Non-ALA Accredited Schools

	Deans & Directors 11-12 mos.	Deans & Directors 9-10 mos.	Professors 11-12 mos.	Professors 9-10 mos.	Associate Professors 11-12 mos.	Associate Professors 9-10 mos.	Assistant Professors 11-12 mos.	Assistant Professors 9-10 mos.	Instructors 11-12 mos.	Instructors 9-10 mos.	Lecturers 11-12 mos.	Lecturers 9-10 mos.
47,000-47,499		2		1								
46,000-46,499				1								
44,500-44,999				1								
44,000-44,499												
43,500-43,999												
43,000-43,499		1										
42,500-42,999												
42,000-42,499												
41,500-41,999				1								
41,000-41,499												
40,500-40,999												
40,000-40,499												
39,500-39,999												
39,000-39,499				1								
38,500-38,999												
38,000-38,499		1										
37-500-37,999												
37,000-37,499												
36,500-36,999				1		1						
36,000-36,499												
35,500-35,999												
35,000-35,499												
34,500-34,999												
34,000-34,499						1		2				
33,500-33,999						1						
33,000-33,499						2						
32,500-32,999						1						
32,000-32,499						[illegible]						
28,500-28,999								1				
28,000-28,499								1				
27,500-27,999												
27,000-27,499						1		1				
26,500-26,999								1				
26,000-26,499												

TABLE [illegible] Salaries on January 1, [illegible] of 29 Full-time Faculty in [illegible]

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
25,500-25,999												1
25,000-25,499												
24,500-24,999												
24,000-24,499												
23,500-23,999												
23,000-23,499												
22,500-22,999												
22,000-22,499												
21,500-21,999												
21,000-21,499										1		
20,500-20,999												
20,000-20,499												
19,500-19,999								1				
19,000-19,499												

The analysis that follows reports the responses to the questions as asked on the ALISE general questionnaire. In those instances where data were not reported by a school, the notation "not reported" is indicated. However, unless the school specifically stated on its questionnaire that there are no data to report, the absence of data is ambiguous. It could mean that there are no data to report for the question or it could mean that the school did not respond to the question.

Academic Calendar and Full-time Faculty

The first question in the faculty section of the ALISE questionnaire asked schools to indicate the type of calendar in use (i.e., semester, quarter, trimester, etc.). These responses are reported in Tables I-41 and I-42. Because of the differences in calendars, only the fall term faculty data have comparative value, because this is the only term that all schools have in common regardless of type of calendar. An example will illustrate this. Some schools call it the spring term or semester. Also, it appears that some schools that have two summer sessions have labeled one as spring and the other as summer.

The answers to the second question have also been included in Tables I-41 and I-42. The second question asked the schools to indicate the number of full-time faculty for the previous academic year. The full-time faculty data reported here are for the academic year prior to that reported in Part I. In the following table, 57 schools reported a total of 575 faculty members for an average of 10.8 per school. The total reported for 1984-85 was 560 for an average of 9.5 per school.

TABLE I-41: Full-time Faculty in 57 ALA Accredited Schools, 1985-86

School	Academic Calendar	Fall	Winter	Spring	Summer
Alabama	Semester	11		11	7
Albany	Semester	12		12	3
Alberta	Term	10	10	10	10
Arizona	Semester	7		8	0
Atlanta	Semester	7		7	4
Brigham Young	Trimester	7	7	4	4
British Columbia	Semester	10	10	10	10
Buffalo	Semester	9		9	4
Cal-Berkeley	Semester	10	-		1

Table I-41 (cont'd.)

School	Academic Calendar	Fall	Winter	Spring	Summer
Cal-L.A.	Quarter	13	13	13	1
Catholic	Not Reported	--	--	--	--
Chicago	Not Reported	--	--	--	--
Clarion	Not Reported	--	--	--	--
Columbia	Semester	8		9	
Dalhousie	Semester	7	7		
Drexel	Quarter	14	14	14	14
Emory	Semester	6		5	4
Emporia	Semester	8		9	9
Florida St.	Semester	14		14	10
Hawaii	Semester	8		8	
Illinois	Semester	13		13	5
Indiana	Semester	15		15	10
Iowa	Semester	7		7	4
Kent State	Semester	8		8	4
Kentucky	Semester	12		12	9
Long Island	Semester	10		9	5
Louisiana St.	Semester	8		8	5
Maryland	Semester	13		13	5
McGill	Semester	8	8		
Michigan	Trimester	11	11	7	9
Missouri	Semester	9	10		9
Montreal	Semester	9	9		

Table I-41 (cont'd.)

School	Academic Calendar	Fall	Winter	Spring	Summer
NC Chapel Hill	Semester	13		13	3
NC Central	Semester	9	9	9	5
NC-Greensboro	Semester	5		5	4
Northern IL	Semester	6		6	6
North Texas	Semester	9		9	7
Oklahoma	Semester	7		8	4
Peabody	Semester	6		6	6
Pittsburgh	(See Note)	26	26	25	26
Pratt	Semester	5		5	3
Queens	Semester	7		7	2
Rosary	Semester	7		7	3
Rutgers	Semester	15		15	3
St. John's	Semester	8		8	3
San Jose	Semester	5.5		5.5	3
Simmons	Semester	14		13	10
S. Carolina	Semester	9		10	11
S. Florida	Semester	9		8	8
Southern Conn.	Semester	6		5	7
Southern Miss.	Semester	8		8	8
Syracuse	Semester	10		9	5
Tennessee	Quarter	9	9	9	6
Texas	Semester	12		11	10
Texas Woman's	Semester	8		8	

Table I-41 (cont'd.)

School	Academic Calendar	Fall	Winter	Spring	Summer
Toronto	Semester	15		15	15
Washington	Quarter	10	9	9	
Western Ontario	Trimester	13	14	14	
Wisc.-Madison	Semester	11		11	6
Wisc.-Milwaukee	Semester	9		9	7

Notes: Table I-41

Alberta: Term (Fall and Winter)

Drexel: Summer "not all teaching"

Pittsburgh: "Two 15-week terms (Fall & Winter) plus one term (Spring) with optional subdivision in two 7 1/2-week sessions."

TABLE I-42: Full-time Faculty in 4 Non-ALA Accredited Schools, 1985-86

School	Academic Calendar	Fall	Winter	Spring	Summer
Bowling Green	Semester	4	4	4	2
Bridgewater St.	Semester	4	4	4	4
Chicago State	Semester	4	4	4	4
Kutztown U.	Semester	3	3		1
Rhode Island	Semester	7		6	6
Sam Houston	Semester	6	5	6	6
Wayne State	Semester	4	3	2	4

TABLE I-43: Part-time Faculty in 57 ALA Accredited Schools, 1985-86

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Alabama	1	.5			1	.5	4	2
Albany							2	1.5
Alberta			5	1.67			2	.67
Arizona	1	.5			1	.5	6	3

Table I-43 (cont'd.)

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Atlanta	1	.33			2	.67	2	.67
Brigham Young	1	.5	2	.67	1	.17		
British Columbia	5	2	6	2.4	2	.8	2	.8
Buffalo	3	.75			6	1.50	4	2
Cal-Berkeley	19	5.67			19	5.67	7	.7
Cal-L.A.	14	1.65	12	1.49	14	1.49	2	.17
Catholic	Not Reported							
Chicago	Not Reported							
Clarion	Not Reported							
Columbia	8	2			14	3		
Dalhousie	4	9.5	3	.9				
Drexel	7	2.0	12	4.5	10	3	13	3.5
Emory	4	1.5			5	1.75	1	.25
Emporia	6	1.0			5	1.2	2	.7
Florida St.	3	.25			2	.25		
Hawaii	1	.33			2	.5	8	2.66
Illinois	6	3			4	2	5	3
Indiana	9	3			17	5.66	7	2.33
Iowa	6	2.75			3	1.55	6	3.25
Kent St.	11	2.61			14	3.08	23	4.20
Kentucky	1	.33			4	1.33	2	1
Long Island	10	2.5			13	3.25	9	2.25
Louisiana St.	6	--			3	--	3	.75
Maryland	9	2.4			15	3.8	6	3

Table I-43 (cont'd.)

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
McGill	4	1	6	1.5			2	.5
Michigan	4	1.25	6	2.25	3	1.5	7	3.5
Missouri	4	.65	1	.15			2	--
Montreal	10	2.5	14	3.5				
NC Chapel Hill	3	1.0			4	1.33	4	2.0
NC Central	2	1	2	1			2	1
NC-Greensboro	5	1.66			6	2	5	1.66
Northern ILL.	2	.66			2	.66		
North Texas					4	1.3	4	2
Oklahoma	5	2.5			3	1.5	3	1.5
Peabody	2	.43					5	3
Pittsburgh	12	4.8	10	4.0	5	2	4	1.6
Pratt	6	2.33			6	2.33	3	1
Queens	1	.33			3	1	3	1
Rosary	7	2.33			7	2.33	9	--
Rutgers	7	1.875			7	1.875	9	1.5
St. John's	1	.34			1	.34	1	.34
San Jose	2	.5			6	1.5	2	.5
Simmons	7	2.33			13	6.33	6	2
S. Carolina	3	.8			5	1.6	8	2.7
S. Florida	7	1.34			6	1.2		
Southern Conn.	6	2			5	1.66		
Southern Miss.	5	1.67			5	1.67	10	3.33
Syracuse	13	3.25			19	4.75	10	5

Table I-43 (cont'd.)

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Tennessee	1	.33	1	.33	2	.66	1	.33
Texas	4	2.0			7	3.5	7	3.5
Texas Woman's	5	2			5	1.67	4	1.33
Toronto	5	1.25			5	1.25		
Washington	1	.33	4	1.33	5	1.66	5	2
Western Ontario	3	1	4	1.3	5	1.7		
Wis.-Madison	2	.75			2	.5	7	3.5
Wis.-Milwaukee	3	.67			4	.92		

Formula for Computing FTE

Alabama	"5 classes per year = 1 FTE; 2 classes per summer term = 1 FTE"
Albany	"FTE for summer session is 2 3-credit courses: 1 3-credit course is .5 FTE."
Alberta	"3 courses per term = 1.0 FTE; 2 courses per term = .67 FTE; 1 course per term = .33 FTE."
Arizona	"Based on percent of days worked during year per contract period."
Atlanta	"One course equals .33 FTE."
Brigham Young	"6 semesters = 1 FTE."
British Columbia	"Normal faculty load is 3.75 units per term.
Buffalo	"A part-time faculty member teaching one course is equivalent to .25 FTE except during the summer session when it is .50 FTE."
Cal.-Berkeley	"100% salary for 9 months academic year = 1.00 FTE."
Cal-L.A.	Professorial Series - Full time = 2 courses per quarter = 1.00 divided by 6 = .17" Lecturer Series - Full time = 3 courses per quarter = 1.00 divided by 9 = .11"
Catholic	Not Reported

Chicago	Not Reported
Clarion	Not reported
Columbia	Total number of courses divided by 5 is the normal faculty load annually."
Dalhousie	"Full teaching load is equivalent to five courses, therefore, 1 course = .20 FTE."
Drexel	12 Credits = 1 FTE."
Emory	"Teaching load of 8 semester hours."
Emporia	"8-9 hours = 1 FTE graduate; 12 hr. = 1 FTE undergraduate."
Florida St.	"1 course = 25% FTE."
Hawaii	"9 credit hours = 1 FTE."
Illinois	"One course = .5 FTE."
Indiana	"Part-time faculty teaching one course are considered one-third time."
Iowa	"Full faculty load is 5 courses per year (2.5 per semester) or 2 courses in summer session (+ 1 faculty member on 78% time)."
Kent St.	1 FTE = 15 semester hours."
Kentucky	"1 FTE = 3 courses (9 hours); 1 FTE (Summer) = 2 courses (6 hours)."
Long Island	"4 courses = 1 Faculty Member/semester."
Louisana State	"3 courses = 1 FTE."
Maryland	"Fall and Spring Semesters: Teaching 1 course = .20 FTE; Summer Session: Teaching 1 course = .50 FTE."
McGill	"Number of courses taught/2 per semester."
Michigan	"In full term, 1 course = .25 FTE; In half term, 1 course = .5 FTE."
Missouri	"By University appointment. (Full-time faculty are 100% FTE.)"
Montreal	"4 part-time faculty = 1 full-time."
NC Chapel Hill	"1 course = .33 during regular year; during summer, 1 course = 50."

NC Central	"1 = 9 s.h.; .75 = 6 s.h.; .33 = 3 s.h. Summer: total credit hours generated divided by 9."
NC-Greensboro	"3 courses = 1 FTE"
Northern Illinois	Not Reported
North Texas	"One course = one-third FTE."
Oklahoma	"FTE = 15 credit hours per year, either on a 3/2 or 2/3 courses per semester schedule."
Peabody	"Three courses (9 sem. hrs) FTE in fall and spring; two courses (6 sem. hrs.) FTE in summer."
Pittsburgh	".4 x total = FTE"
Pratt	"Three courses is considered a full-time teaching load (i.e., a part-time faculty member teaching one course is considered to be 1/3 FTE."
Queens:	"Three courses = 1 FTE Faculty Member."
Rosary	"For fall and spring, three courses; for summer, two courses."
Rutgers	12 credits/semester = 1 FTE."
St. John's	"1 course = .34 FTE."
San Jose	"Four courses equal 1 full time equivalent faculty member."
Simmons	"3 courses = 1 FTE faculty".
South Carolina	"1 FTE = 9 hours (Fall and Spring Semesters); 1 FTE = 6 hours (summer)."
S. Florida	Not Reported
Southern Conn.	"Full time equals 3 (3 credit) courses."
Southern Miss.	"9 cr. hrs. = 1 FTE teaching load."
Syracuse	"Fall/Spring: 1 FTE = 4 courses. Summer: 1 FTE = 2 courses."
Tennessee	"3 courses = Fulltime."
Texas	"9 undergraduate credit hours = full tme; 6 graduate hours = full time."

Texas Woman's	"A full workload is considered as 3 courses to equal one FTE."
Toronto	"For each half-course taught, .25 FTE is calculated."
Washington	"Academic year: 1 course = 33% FTE. Summer Quarter: 1 course = 50% FTE."
Western Ontario	"Number of part-time faculty divided by three, which is course load for one full-time faculty member."
Wisc.-Madison	"One course equals as .25 FTE for each semester; For summer each course computed as .50 FTE."
Wisc.-Milwaukee	"Fall and Spring: one 3 credit course = .25 FTE. Summer: one 3 credit course = .50 FTE."

TABLE I-44: Part-time Faculty in 7 Non-ALA Accredited Schools, 1985-86

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Bowling Green	4	1	4	1	4		1	.25
Bridgewater St.	2		2				1	
Chicago State	0		0		0		0	
Kutztown	1	.25			1	.25		
Rhode Island	6	2			7	2.3	3	1
Sam Houston	1	.33	1	.33	1	.33	1	.33
Wayne State	4	1.3	9	3.0	2	.67	5	1.67

Formula For Computing FTE

Bridgewater	"12 hours = full time"
Rhode Island	"Full load is three (3) courses - # courses given by adjuncts divided by three(3)."
Sam Houston	"9 semester hours = FTE."
Wayne State	"1 course = .333; 3 courses = FTE."

Salary Improvement

The fourth question on the faculty section of the ALISE questionnaire asked for the average percentage of salary improvement for full-time faculty in 1985-86. This was followed by the fifth question, which asked the basis on which improvements in faculty salaries were made. The responses to both of these questions have been tabulated in Tables I-45 and I-46.

Among the ALA schools which provided data on the percentage of salary improvement, the improvement ranged from a low of 0 to a high of 12.6 percent. Two schools reported no increase; 6 schools reported salary increase less than 3 percent. The majority of schools that did report an increase were in the 5-7 percent range. There were 2 schools that had a 10 percent or more increase. Six of the 7 non-ALA schools reported an increase.

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in ALA Accredited Schools in 1985-86

School	Percentage of Improvement	Basis for Improvement
Alabama	12	Merit
Albany	Not reported	Union contract, Merit, To achieve equity
Alberta	5.5	Merit, Cost of living
Arizona	5	Merit, Across the board, to achieve equity
Atlanta	3	Merit
Brigham Young	Not reported	Merit
British Columbia	3	Merit, seniority
Buffalo	5	Union contract, across the board
Cal-Berkeley	8.6	Merit, Across the board, to achieve equity
Cal-L.A.	5	Merit, cost of living
Catholic	Not reported	
Chicago	Not reported	
Clarion	Not reported	
Columbia	Not reported	Merit
Dalhousie	2	Union contract
Drexel	3.5	Merit
Emory	6	Merit, Cost of Living
Emporia	2.2	Merit
Florida St.	5	Merit
Hawaii	5	Union contract, seniority
Illinois	4.5	Merit
Indiana	8.2	Merit, Cost of Living
Iowa	1.6	Merit
Kent State	7	Union contract, Merit, Across the board
Kentucky	7	Merit, other (incentive)
Long Island	Not reported	Union Contract
Louisiana	0	
Maryland	7.4	
McGill	5.5	Other (University-wide policy: base & merit)
Michigan	5.66	Merit
Missouri	4	Merit
Montreal	Not reported	

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Table I-45 (cont'd.)

School	Percentage of Improvement	Basis for Improvement
NC Chapel Hill	5.7	Merit, cost of living
NC Central	4	Merit, Cost of Living, To achieve equity
NC-Greensboro	4	Merit, Across the board
Northern Ill.	6.5	Merit, Across the board
North Texas	3	Merit
Oklahoma	0	
Peabody	Not reported	Merit, Across the board, Cost of Living
Pittsburgh	5	Merit, Cost of living, to achieve equity
Pratt	Not reported	Union contract
Queens	5	Union contract
Rosary	5	Across the board
Rutgers	7	Union contract, Merit
St. John's	6	Union contract, promotion
San Jose	9	Merit
Simmons	6	Merit, Cost of living
S. Carolina	5.5	Merit
S. Florida	Not reported	Union contract, Merit, Across the board
Southern Conn.	7.5-11	Union contract
Southern Miss.	2	Other, (Promotion)
Syracuse	5.72	Merit, Cost of Living
Tennessee	Not reported	Merit, Cost of Living, To achieve equity
Texas	5.5	Merit
Texas Woman's	3	Merit
Toronto	2.7	Merit, Across the board, Seniority, to achieve equity
Washington	1	Other (Market Disparity)
Western Ontario	5.5	Merit, Across the board
Wisc.-Madison	12.6	Merit, to achieve equity with other institutions
Wisc.-Milwaukee	6	Merit, Across the board, to achieve equity

TABLE I-46: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 4 Non-ALA Accredited Schools in 1985-86

School	Percentage of Improvement	Basis for Improvement
Bowling Green	3.5	Across the Board
Bridgewater State	Not Reported	Union contract

Table I-46 (cont'd.)

School	Percentage of Improvement	Basis for Improvement
Chicago State	9.25	Union contract, Merit, across the board, to achieve equity
Kutztown	5	Union contract
Rhode Island	7.5	Union contract, Merit, to achieve equity
Sam Houston	3	Across the board
Wayne State	5	Union contract, Merit

Faculty Replacements

The reports of previous years note that it is common to replace senior faculty members who retire, resign, or die, with individuals at lower ranks than had been held by those being replaced. This practice has been followed for many years, but as funding becomes more limited, there is a stronger motivation for its continuation. Question 6 on the questionnaire was designed to provide specific data to demonstrate whether or not this has happened. Table I-47 reports the results of quesiton 6 which asked how many full-time faculty replacements (resulting from resignations, retirements, etc.) were made during 1985-86. Schools were also asked to indicate the rank of the individual(s) who was/were replaced and the rank of the replacements(s).

TABLE I-47: Faculty Replacement Appointments Made Among ALA Accredited Schools in 1985-86

Alabama	One associate professor replaced by one full professor.
Albany	Two professors and one associate professor replaced by one professor (visiting and two assistant professors).
Atlanta	Two assistant professors replaced by two assistant professors.
Brigham Young	One associate professor replaced by one assistant professor.
British Columbia	One assistant professor replaced by one instructor, one administrative coordinator replaced by one instructor.
Cal.-L.A.	One assistant replaced by one associate.
Dalhousie	One assistant professor replaced by one assistant professor.
Emporia	One assistant professor replaced by one associate professor.

Table I-47 (cont'd.)

Iowa	One assistant professor replaced by one assistant professor.
McGill	One associate professor replaced by one assistant professor.
Missouri	One instructor by one assistant professor; one associate professor replaced by one assistant professor.
Montreal	One associate professor replaced by visiting associate professor; one assistant professor replaced by one instructor.
NC-Chapel Hill	One professor replaced by one assistant professor.
Oklahoma	One professor replaced by one visiting instructor; one professor replaced by one associate professor
Queens	Two professors replaced by two assistant professors; one associate professor replaced by one assistant professor.
Rutgers	Two professors replaced by two professors and two assistant professors replaced by two assistant professors.
S. Carolina	One professor replaced by one professor.
S. Conn	One associate professor replaced by one assistant professor.
S. Florida	One associate professor replaced by one associate professor.
Southern Miss.	Two assistant professors replaced by two assistant professors.
Syracuse	One professor replaced by one visiting professor.
Western Ontario	One professor replaced by one assistant professor; one assistant professor replaced by one associate professor.
Wisc.-Madison	One professor and one assistant replaced by two instructors.
Wisc.-Milwaukee	One associate professor replaced by one assistant professor; and one assistant professor replaced by instructor.

Unifilled Faculty Positions

The seventh question on the ALISE questionnaire asked schools to indicate if there were unfilled, full-time faculty positions, for which funding was available, during 1985-86. Schools were also asked to indicate the rank and the reason the position was not filled. The intent of this question is to identify the total number of full-time unfilled faculty positions in the schools. If funds were used on a temporary basis for other purposes such as employment of part-time persons, but with the budget line remaining open, this was interpreted to be an unfilled faculty position.

In Table I-47a, 35 unfilled full-time faculty positions are reported for 26 ALA schools for 1985-86. The explanations for these vacancies have been quoted from the data reported by the schools to indicate the reasons the positions are vacant. Last year's report indicated that there were 24 vacancies despite the availability of funding for the positions. The previous year there were 26 vacancies. The vacancies in 1985-86 were a reversal of a continuation of trend toward an increase in the number of openings. The explanations indicate that most of the unfilled openings are, as in the past, at the rank of assistant professor. Also, as in the past, the reasons vary so much from school to school that it is difficult to generalize with any degree of confidence. Some indicate a lack of suitable candidates, but others clearly reflect local conditions not related to the number of available candidates.

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1985-86 Among ALA Accredited Schools

School	Number	Reasons Position Was Not Filled
British Columbia	1	Assistant professor. Unable to entice desirable candidates.
Cal-Berkeley	1	Sr. lecturer w/security of employment - services for children & young adults.
Cal-L.A.	1	Associate professor. Used for part-time faculty appointments.
Columbia	2	Two assistant or associate professors. Kept vacant to allow new Dean to organize a faculty search effort.
Drexel	1	Assistant professor.
Emory	3	Two assistant professors - unsuccessful searches. One associate professor - Late resignation.
Long Island	1	December retirement - not enough to recruit and hire.
Maryland	2	One Assistqant and one lecturer. Resignation too late to fill.
Michigan	1	Search held up for completion of curriculum review.
Montreal	1	Assistant professor. Qualified candidate not found.
NC Chapel Hill	2	Chaired professor - still searching. Associate professor - terminal leave.

NC Central	1	Professor (by choice).
NC Greensboro	1	Assistant professor. Budget time used for part-time.
Northern Ill.	1	One frozen full-time assistant professor position.
Oklahoma	2	Two assistant professors. Limited pool of applicants. Candidates did not accept position.
Pittsburth	2	Two professors retired. No replacement available.
Pratt	2	Associate Professor - Search continued for replacement. Assistant Dean/assistant professor. Search conducted no appointment made.
San Jose	2	Assistant professor - search unsuccessful. One position used to fund graduate assistants.
Simmons	1	Assistant professor - no qualified candidate found.
S. Carolina	1	Assistant professor.
S. Florida	1	Search going on.
Southern Miss.	1	Assistant professor - search conducted and filled for 86/86.
Syracuse	?	Rank negotiable; due to number of turnovers, unable to search for all positions within year.
Texas	2	Professor - search in progress; no satisfactory applicant. Associate Professor - faculty death during year.
Texas Womens	1	Associate professor filled for 87/88.
Western Ontario	1	Assistant professor. Filled with temporary, part-time. Appointment made for 87/.88.

Positions Lost

Question 7 on the questionnaire was intended to identify full-time faculty positions that were temporarily unfilled in 1985-86, but for which funding has been available. However, question 8 asked the schools to indicate whether faculty positions had actually been lost in 1985-86. This includes those instances where replacements could not be appointed either because faculty positions assigned to the library school by the parent institution had been reduced in number or because limitations of the school's budget simply required that the number of full-time faculty be reduced. Six schools reported a loss. This is higher than last year (2) but a sharp drop from the 17 schools that reported a loss of 21 faculty positions in 1982-83. It is down from 1983-84 when 8 schools reported a loss of 7.5 positions. Thus, the trend apparent in previous years was slowed dramatically.

TABLE I-47b: Full-time Faculty Positions Lost in 1985-86 Among ALA Accredited Schools

School	Positions Lost
Albany	One professor.
Arizona	One professor (all positions revert to the Provost's office).
NC Greensboro	One assistant professor.
Oklahoma	One professor.
Peabody	One associate professor.
Toronto	One associate professor

New Faculty Positions

Question 9 on the ALISE questionnaire asked schools whether additional (new) faculty positions, with new funding, had been created in the schools in 1985-86. As shown in Table I-47c, 10 schools reported a total of 9.5 new positions, 4 more than were lost by the 6 schools noted in the previous table. Last year 8 schools reported a total of 8 new positions, and the previous year 5 schools reported 4.5 new positions. Thus, 1985-86 saw more new positions created than in the previous few years.

TABLE I-47c: New Full-time Faculty Positions Created and Funded in 1985-86 Among 10 ALA Accredited Schools

School	New Positions Created
Alabama	One half-time instructor.
Buffalo	One Assistant professor.
Cal-L.A.	One Visiting Professor.
Drexel	One Associate Professor.
Hawaii	One Instructor
Illinois	One professor
Oklahoma	One Assistant professor
Pittsburgh	One research associate professor
S. Florida	One Director
Syracuse	One Assistant professor

FRINGE BENEFITS

This is the eighth year in which schools have been asked to report the value of their institution's fringe benefits for faculty in terms of salary percentage, i.e. the worth of the contributions of the institution to benefits such as retirement, health insurance, etc., beyond the actual salaries paid to faculty. This percentage is often required in making grant proposals that will include faculty salaries, and it is often taken into account by applicants for faculty appointments as they compute the total compensation that an offer includes. It continues to be apparent that some of the wide disparity in these percentages, as reported by the deans and directors results from differing formulae used in computing this percentage.

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALA Accredited Schools, 1982-83 to 1985-86

School	1982-83	1983-84	1984-85	1985-86
Alabama	32	32	32	28
Albany	30.8	30.8	32.02	32.82
Alberta	12.7	14.8	13.8	14.4
Arizona	17.8	17.8	18.3	17
Atlanta	11	15	15.2	15.4
Brigham Young	22.5	22.5	24	24
British Columbia	13	13	13	13
Buffalo	30	22.5	25	31.2
Cal-Berkeley	29	29	30	30
Cal-L.A.	Not Reported			29
Catholic	Not Reported	--	--	--
Chicago	21.8	23	19.9	--
Clarion	33	34	34	--
Columbia	25.5	25.5	27	27
Dalhousie	10	10	10	10
Drexel	Not reported	Not Reported	--	18

Table I-48 (cont'd.)

School	1982-83	1983-84	1984-85	1985-86
Emory	15	17.5	17	17
Emporia	NA	18.9	14.36+ $85 Health	15.3 + 8316 Health
Florida St.	16	18	Not Reported	20
Hawaii	21	Not reported	30	Not reported
Illinois	12.5		12.55	13.6
Indiana	26.6	26.6	26.6	26.6
Iowa	22	22	22	23
Kent St.	19.5	22	22	22
Kentucky	17	17	16	16
Long Island	24	17	17	24
Louisiana St.	18	18	18.5	20.5
Maryland	23 + hosp.	25 + hosp.	25 + hosp.	28 + hosp.
McGill	16	19	Not reported	19
Michigan	22	22	22	22
Missouri	19.5	23	25	25
Montreal	11	14	14	14
NC Chapel Hill	18 + $57.60 health	Not reported	18.10	19
NC Central	25	25	25	25
NC-Greensboro	17	18	18	22
Northern Ill.	8.8 + retire $75 health	Not reported	14	14
North Texas	23	23	23	23
Oklahoma	22	22	22	22
Peabody	21.5	23.2	23.5	23.5

Table I-48 (cont'd.)

School	1982-83	1983-84	1984-85	1985-86
Pittsburgh	24	26	28	28
Pratt	26	24	25.5 F/T 15 P/T	25.5 F/T 15 P/T
Queens	25	25	25	25
Rosary	15	17	Not reported	15
Rutgers	Not Reported	--	--	25
St. John's	Not Reported	25	25	25
San Jose	Not Reported	--	--	19
Simmons	22.5	21	21	21.6
S. Carolina	19	19	19	19
S. Florida	18	18	19	20
Southern Conn.	20	39	39	37.18
Southern Miss.	Not Reported	--	--	18
Syracuse	23	22.4	22.4	26.1
Tennessee	20	20	20	30
Texas	36-42	36-42	25	25
Texas Woman's	21	21	21	21
Toronto	"unknown"	14	14	14
Washington	20	17.95	17.95	20
Wayne St.	21	21	21	22
Western Ontario	15	15.9	15.9	16.8
Wisc.-Madison	22.4	22.8	22.8	22.8
Wisc.-Milwaukee	21	21	21	21

Four of the non-ALA schools responded to this question about the value of fringe benefits in their institutions. The responses were as follows: Kutztown, 34 percent; Rhode Island, 34 percent; Sam Houston, 5 percent; and Wayne State, 24 percent.

PROFESSIONAL TRAVEL

Questions 11 and 12 of the ALISE questionnaire pertained to funding for professional travel. Question 11 asked for the number of faculty, including the dean or director, who received travel funds in 1985-86. Question 12 asked for the total amount of funding for professional travel used by the school's faculty in 1985-86, exclusive of travel to teach in extension, workshops, etc. It was noted in this question that dollars spent by the institution on professional travel should be included regardless of whether or not they were actually included in the school's budget.

It is apparent from Table I-49 that funding for faculty travel continues to differ in amount among library schools to a very great extent. These differences have existed since this survey began, and in most instances, the relationship of the travel budgets of individual schools to other schools has changed very little. For 1985-86, the range among ALA accredited schools was from a low of $439 to $50,075. For individual faculty members, the average varied from a reported low of $179.74 to a high of $2,800. However, the actual amount used by any individual faculty member could be higher, depending on the amount spent by other members of the fauclty of each school. A total of 469 faculty members were reported as receiving professional travel funds in 1985-86. They shared a total of $375,997 in travel money, amounting to $802 per person. The average per person last year was $673 for 439 faculty members. However, as already noted, several schools did not report for 1985-86. The average per school for the 48 schools reporting amounts for individuals for 85-86 was $6,836 as compared with $5,376 in 1984-85. However, it is difficult to know if this is a meaningful comparison because of the absence of data from some schools. Also, it is difficult to know if, in reporting these data, the schools are consistent in excluding travel expenditures for such things as recruitment, accreditation visits, or visiting speakers. It is intended that these not be included, but in reporting the travel expenditures, it is possible that some schools include expenditures for these purposes along with faculty travel.

TABLE I-49: Support for Faculty Travel in 1985-86 For ALA Accredited Schools

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Alabama	11	950.00	10,300.00
Albany	5	255.00	1,275.00
Alberta	10	250.00	2,500.00

Table I-49 (cont'd.)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Arizona	All	*	2,362.00
Atlanta	3	500.00*	1,544.00
Brigham Young	6	1,500.00	9,600.00
British Columbia	6	1,030.67	6,184.00
Buffalo	8	434.00	5,105.00
Cal-Berkeley	10	Not reported	8,000.00
Cal-L.A.	11	583.19	6,415.09
Catholic	Not Reported		
Chicago	Not reported		
Clarion	Not reported		
Columbia	9	Not reported	Not reported
Dalhousie	5	800.00	9,306.00
Drexel	14	565.00*	9,412.00
Emory	7	621.00	4,350.00
Emporia	9	(see note)	5,804.00
Florida St.	14	513.93	5,848.56
Hawaii	2	2,071.00	3,445.00
Illinois	8	179.74	2,336.00
Indiana	15	400.00*	6,988.00
Iowa	7	(see note)	2,260.00
Kent St.	8	339.00	2,713.00
Kentucky	9	804.00	7,241.00
Long Island	4	383.00*	2,950.00
Louisiana St.	8	1,062.00*	9,153.40

Table I-49 (cont'd.)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Maryland	10	485.00*	6,434.00
McGill	7	Not Reported	8,361.00
Michigan	14	1,343.90	18,814.67
Missouri	9	559.00	5,032.00
Montreal	7	468.00	3,276.00
NC Chapel Hill	13	1,265.00	16,429.00
NC Central	9	Not Reported	4,500.00
NC-Greensboro	5	754.60	3,773.00
Northern Ill.	6	500.00*	5,000.00
North Texas	7	480.00	3,359.00
Oklahoma	8	439.81	4,473.29
Peabody	1	----	439.00
Pittsburgh	30	1,285.00*	50,075.00
Pratt	2	2,800.00	6,300.00
Queens	Not reported		
Rosary	5	285.00	2,000.00
Rutgers	8	730.00	5,840.00
St. John's	8	350.00*	3,000.00
San Jose	5	300.00*	2,500.00
Simmons	13	400.00	16,860.00
S. Carolina	9	800.00	7,200.00
S. Florida	7	514.00	3,600.00
Southern Conn.	5	720.00	3,600.00
Southern Miss.	6	948.00	5,687.00

Table I-49 (cont'd.)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Syracuse	10	914.00	9,142.00
Tennessee	9	1,112.00	10.008.00
Texas	12	400.00*	11,536.40
Texas Woman's	7	585.00*	3,428.00
Toronto	6	195.20*	3,356.00
Washington	3	1,827.00	5,481.00
Western Ontario	20	378.10	7,562.00
Wisc.-Madison	8	865.13	6,921.00
Wisc.-Milwaukee	3	740.00*	6,660.00

Notes for Table I-49

Arizona	"State funded only. Travel not allocated on division by faculty member"
Atlanta	"Dean utilized $1,000, $500 provided for faculty members."
Drexel	"Dean = $2,000; Asst. Dean = $1,000"
Emporia	"In State = $250 for 8 faculty member; $500 for Dean, $250 for recruitment. Out of state - 2304 = % allowed for transportation and lodging according to participation; $600 allowed for 1 faculty member for out-of-state field trip."
Indiana	"$400 (Explanation: Dean's discretionary travel fund)
Iowa	"$195 is assured by College of Liberal Arts for each full-time faculty member. Up to $300 additional is available upon petition to a faculty member presenting a paper at a conference. Additional funds are available to the director for recruitment travel."
Long Island	"Dean $1700; faculty 350/500/300."

Louisiana St.	("The difference was spent on University vehicles, guest lecturer, and credit from special program)"
Maryland	"Additional travel funds covered expense of visiting faculty invited by search comittee."
Northern Ill	"$500 per person, plus special allocations for specific purposes."
Oklahoma	"$350.00 was allocated on a formula basis to each faculty member; each member received additional funds based on the discretion of the director. The average amount used by faculty excluding the director was $439.81."
Pittsburgh	"$1,285. minus administrative and Board of visitors travel."
San Jose	"Average amount was $300. One individual, with special need received $1,300."
St. John's	"Director: $1600; faculty approx. $350 each (includes grant funds)
Texas	"Included discretionary funds."
Texas Woman's	"$585. Two received a total of $500. for travel for teaching and supervising practicum. This was in addition to the $2,928."
Toronto	"195.20 x 5; $2,380 x 1 (Dean)."
Wisc.-Milwaukee	"$6,167 - Dean; $493. - Fac.; others did not travel professionally."

TABLE I-50: Support for Faculty Travel, 1985-86 by Non-ALA Accredited School

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Bowling Green	all	Not reported	$ 400.00
Bridgewater	4	Not Reported	$ 400.00
Chicago State	4	$ 250.00	1,000.00
Kutztown	3	$ 500.00	150.00
Rhode Island	4	$131.00 to 934.54	2,062.76
Sam Houston	6	300.00	2,100.00
Wayne State	2	1,627.00	3,255.00

SABBATICAL LEAVES

The 13th question on the faculty section of the ALISE questionnaire pertained to sabbatical leaves for faculty during 1985-86. A total of 30 schools provided funds for sabbatical or study leaves during 1985-86 compared to 28 in 1984-85.

TABLE I-51: ALA Accredited Schools where Faculty Received Sabbatical or Study Leaves During 1985-86

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Alabama	1	One Semester	100%
Albany	1	One Semester	100%
Alberta	1	6 months	80%
Arizona	1	Academic year	60%
Brigham Young	1	One Semester	---
British Columbia	1	6 months	75%
Cal-Berkeley	2		67% 100%
Cal-L.A.	2	3 months 6 months	100% 100$
Columbia	1	One year	50%
Emporia	1	5 months	---
Florida St.	1	One Semester	---
Illinois	2	One semester each Academic year	100% 50%
Indiana	1	One semester	---
Long Island	1	One year	66%
Louisiana State	1	One semester	---
Maryland	1	One year	50%
McGill	1	8 months	---
Montreal	1	One year	90%
NC Chapel Hill	2	One semester	100%

Table I-51 (cont'd.)

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Northern Ill.	1	One semester	100%
Pittsburgh	3	6 months	---
Pratt	1	One year	50%
Rutgers	1	One semester	80%
St. John's	1	One course Reduction	---
San Jose	1	1/2 year	100%
Simmons	2	One semester	100%
Southern Conn.	1	One semester	---
Syracuse	1	One semester	50%
Washington	1	6 months	75%
Wisc. Milwaukee	1	One semester	100%

SUPPORT STAFF

The final question in the faculty section of the ALISE questionnaire pertains to the support staff available for the schools. The question was designed to separate part-time student employees of the school from regular, non-student support staff. Under each of these categories, the same group of subdivisions was given: (a) Administrative support; (b) Instructional support; (c) Research support; (d) Media services; (e) Library support; (f) Computer lab; (g) Other. This year was the second that staff support for the computer lab was distinguished from the "Other" category. The following definitions were provided for each subdivision:

> By (a) Administrative support is meant secretarial and other assistance provided the dean, assistant dean, etc. in the administration of the school. By (b) Instructional support is meant clerical and other assistance provided faculty members in their course preparation and classroom teaching. By (c) Research assistance is meant secretarial and other support provided the faculty in their research activity. By (d) Media services is meant assistance provided by media technicians, graphic artists, and others in the production and use of non-print media. By (e) Librarian personnel is meant librarians and library assistants who serve in the library science library, whether their salaries are paid from the library school's budget or from that of the central library. By (f) Computer lab is meant those persons who work in a computer laboratory operated by the school. Under Other may be identified any support staff beyond those listed above.

If a full-time person divides his/her time between two or more of the above categories, list that individual only in appropriate part-time categories.

Where obvious misinterpretations have been made by the schools, this writer has taken the liberty of making slight adjustments in the data supplied by the schools. These have all involved moving fractions of staff time listed as full-time personnel where it seemed obvious that they were intended as FTE of part-time staff.

As shown in Table I-52, the total FTE of support staff (exclusive of students) as reported by the ALA accredited schools, varied from a low of 1.0 to a high of 33.3. Because of the possible variations in the interpretation of the reporting of library staff and the varying types of support staff included under "other," meaningful comparison of the total FTE support staff among the schools is not possible. However, it is possible to compare data from some of the individual categories.

TABLE I-52: Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		TOTAL FTE
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	
Alabama	1	.5		.3		.2			1						2.1
Albany	1			.5											1.5
Alberta	3														3
Arizona	3														3
Atlanta															
Brigham Young	2														2
British Columbia	3														3
Buffalo	.75		.75												1.50
Cal-Berkeley	3.50	.5	2.0			.15			2	1	1.25				10.40
Cal-L.A.	5		1								1		1	.50	8.5
Catholic	Not Reported														
Chicago	Not Reported														
Clarion	Not Reported														
Columbia	5								3	3		1			12
Dalhousie	3	.5	.25												3.75

TABLE I-52: Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		TOTAL FTE
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	
Drexel	5.5	.5	1.5				.5		2	.5	.5				11.0
Emory	1	.25							1	.25					2.5
Emporia State	1														1.0
Florida St.	3		1		1		.5		2		.5				8.0
Hawaii	1	.50	1									.50			3.0
Illinois	2	2	1	.5		.5			3				4	.5	13.5
Indiana	3	.5	1						2						4.5
Iowa	1			.5						.5					2.0
Kent		1.5		1.15											2.65
Kentucky	2		1								1				4.0
Long Island	2		1						2		.25				5.25
Louisiana St.	1	.70	1												2.7
Maryland	3	.68	2					1	2	.5		.5			9.68
McGill	2	1													3
Michigan	3		2				1		2.4						8.4
Missouri	2	.5	1	.5										.5	4.5
Montreal	4	.5	1.75	.25		.25						.5			7.25

TABLE I-52: Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		TOTAL FTE
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	
NC CHapel Hill	4		1						2						7.0
NC Central	2		1						3					1	7.0
NC-Greensboro	1														1.0
Northern Illinois			1			3									4.0
North Texas	1		1						1	1					4.0
Oklahoma	1		1												2.0
Peabody	2														2.0
Pittsburgh	9	2.5	8	2	1		2	.5	5	.5	2			.8	33.3
Pratt	1						1		1			.33			3.33
Queens	1	.5													1.5
Rosary	2	1													3.0
Rutgers	2	.5	1	.5				.5			1		1		6.5
St. John's	1	.4	1	.40		.20			1	1	1				6.0
San Jose	1	.5									3				4.5
Simmons	5	1					1		2		1				10.0
S. Carolina	2		.5			.5						.5	1		4.5

TABLE I-52: Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	TOTAL FTE
S. Florida	1.5			4											5.5
Southern Conn.	.5		.5												1.0
Southern Miss.	1		2												3.0
Syracuse	1.6	.55	2		5	.5						.2		.2	10.05
Tennessee	2	.65													2.65
Texas	3			1.3		.5		.5	1			2	1	1	10.3
Texas Woman's	1								1						2.0
Toronto	5	1.9	1	1			1	.5	9		1	.1			20.5
Washington		2.25		1.70		.05									4.0
Western Ontario	3	2		.5			1		5	.5	3		1		16.0
Wisc.-Madision	4	.2	1						3	.5			1		9.7
Wisc. Milwaukee	2		1	.5								.83			4.33

TABLE I-53: Support Staff Among Schools not Accredited by the American Library Association, 1985-86

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		TOTAL FTE
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	
Bowling Green															
Bridgewater St.		1													1.0
Chicago	1														1.0
Kutztown															1.0
Rhode Island	1		1												2.0
Sam Houston	1														1.0
Wayne State	1	.5		.5				.25		.5				.5	3.25

TABLE I-54: Use of Students as Part-time Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
Alabama	.25	.25	.25		.25	1.25	1.00	5.5
Albany	.87	3.25		.50		.50	.75	5.87
Alberta		.4	1.6		1.2			3.2
Arizona		1.						1.0
Atlanta	.3	.15			3		.15	3.60
Brigham Young		.25	1.0					1.25
British Columbia						.33		.33
Buffalo	.5		.25	.25		.50		1.50
Cal-Berkeley	.5	2.65	2.67		1.	.50		7.32
Cal.-L.A.		1.50	2.00		.5			4.0
Catholic	Not Reported							
Chicago	Not Reported							
Clarion	Not Reported							
Columbia	2			.66				2.66
Dalhousie	.4	.40	2.20		1.20			4.20

TABLE I-54: Use of Students as Part-time Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
Drexel	1.5	3.5	1	2.5		2		10.5
Emory				.4	3	.1		3.1
Emporia St.	1	2		.5		.5		4
Florida State		6.75	1.5	.9	36.9	.9	.68	47.63
Hawaii	.5	.5	1			1		3.0
Illinois	.5	3	4.75	1	2			11.25
Indiana		7.5		16	.5			24
Iowa		.58	.50		1.30	.25		2.63
Kent	.5	2	1			.5		4.0
Kentucky	.5	.25		.25		.75		1.75
Long Island		1.0	.6		2	1		4.6
Louisiana St.	.50		3.50			1.50		5.5
Maryland	2	2.5	2.5	1	4	2.75	.75	15.5
McGill			2			1		3.0
Michigan		.34	1.6		1.3		.26	3.5
Missouri								
Montreal		1	.5		1			2.5

TABLE I-54: Use of Students as Part-time Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
NC Chapel Hill	.5	3.0	3.0	.5	1.0	2.0		10.0
NC Central		.125			.125	.125		.375
NC Greensboro	1	3	2					6.0
Northern Illinois								
North Texas	.5	.5		.5		.5		2.0
Oklahoma		.25	.187			.25		.687
Peabody	.5	1			.5	.5		2.5
Pittsburgh	1	23.5	1		4	2.5		32.0
Pratt	1		1.25			1		3.25
Queens	.5							.5
Rosary				1				1.0
Rutgers		.33				.66	.33	1.33
St. John's		1	1		1	1		4.0
San Jose	.5					3		3.5
Simmons			3		2	1		6.0
S. Carolina	1	3	2.5	.5		.5		7.5

TABLE I-54: Use of Students as Part-time Support Staff Among Schools Accredited by the American Library Association, 1985-86

	Adm. Support	Instruc. Support	Research Asst.	Media Services	Library Personnel	Computer Lab Support	Other	
	FTE of Part-time	FTE of Part-time	FTE of Part-time	FTE of Part-time	FTE of Part-time	FTE of Part-time	FTE of Part-time	TOTAL
S. Florida								
Southern Conn.	1	1	1	1		2		6.0
Southern Miss.	2	3	2	1		1		9.0
Syracuse	1.75	5	4.5			.50	.25	12.0
Tennessee		1.75						1.75
Texas		.5	.68	.68			.50	2.36
Texas Woman's		.5	.25		2.5	.5	.5	4.25
Toronto		.2			1	.2		1.4
Washington		4.8	.5				1.50	6.8
Western Ontario	.05	1	2	.3	3.75	.7	.3	8.1
Wisc.-Madison	.25	.5	.33	1.32	2.05	.5	.7	5.65
Wisc.-Milwaukee	.25	.66	.25			.25		1.41

TABLE I-55: Use of Students as Part-time Support Staff Among Schools Not Accredited by the American Library Association, 1985-86

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
Bowling Green								
Bridgewater	4							4.0
Chicago State	1.5							1.5
Kutztown	1.25							1.25
Rhode Island	.25	1.25	.25			.25		2.0
Sam Houston		4						4.0
Wayne State		1						1.0

STUDENTS

By C. Glenn Sparks

The two types of data presented in the STUDENTS section of the 1987 Library and Information Science Education Statistical Report, a profile of students and recent graduates plus selected financial data, are comparable to similar data in the report of 1986 from the standpoints of table numbers and table headings. The user can expect to find data in Tables II-1 through II-8 in the following categories:

Enrollment by program and sex;
Number of classes or sections of classes by number of students enrolled;
Degrees and certificates awarded by sex and ethnic origin;
Enrollment by sex and ethnic origin;
Number of in-state/province and out-of-state/province students;
Number of foreign students enrolled, countries of origin, and number of students from each country;
Number of students by age and sex.

Data for Table II-9 (Students by Sex and Highest Previous Degree Held) and Table II-10 (Students by Undergraduate Major, Sex, and Program Level) were not requested in 1987 but may be included in a future survey. Financial data in Tables II-11 through II-13 provide information on (1) scholarships and assistantships awarded to students officially enrolled in 1985-86, by amount, sex, and program level; and (2) tuition and fee cost, by program level, of a degree obtained full time if based on costs as of Fall Term 1986.

Fifty-six of the 60 schools with master's programs accredited by the American Library Association as of January 1, 1987, (called ALA Schools in this section) furnished some usable data. This compares with 58 schools out of 63 that responded in 1986. The following schools did not submit any data for the 1987 STUDENT section: University of British Columbia, Catholic University of America, University of Chicago, and Clarion University. Six schools with programs not accredited by the American Library Association (called Non-ALA Schools in this section) provided some usable data.

In reporting data from the questionnaires, an attempt has been made to correct obvious arithmetical errors and to cross-check as much of the information as possible. Aside from these corrections, the figures are those submitted by the schools. Before using figures from a table however, it is always important to read the introduction to that table, as schools' deviations from reporting instructions contained in the ALISE questionnaire are sometimes noted there. It should be kept in mind that since schools occasionally submit totals without preliminary breakdowns, horizontal totals in tables may exceed the sum of figures in previous columns.

Table II-1: Enrollment by Program and Sex

Enrollment figures in Table II-1 are based on the number of students officially enrolled in the Fall Term 1986. The Committee on Accreditation of the American Library Association requests these same figures in its Annual Report for Continuing Review, with the exception of totals for the actual number of people. Schools were asked to report the number of students enrolled in several programs (if offered), using the parent institution's formula for computing student Full-Time Equivalents (FTE's). If such a formula was not available, the formula suggested for use was the following: consider a student as full-time if the course load will enable course requirements for the degree to be completed within the normal length of time. For example, if the normal time is 12 courses in 4 quarters, a student carrying 3 courses during the quarter should be counted as 1.00 FTE; a student carrying 2 courses during the quarter should be counted as 0.67 FTE (2 divided by 3 = 0.67). Students carrying a course overload should be counted as only 1.00 FTE.

The several programs were defined in the questionnaire as follows: Master's includes only those students who are working toward a master's degree in library/information science on or off campus; Post-Master's includes only those students who are working toward a post-master's degree or certificate in library/information science on or off campus; Doctoral includes only those students who are working toward a doctoral degree in library/information science on or off campus; Other Graduate Students includes students taking library/information science courses as cognate or service courses or for professional development on or off campus; Undergraduate includes students taking library/information science courses as cognate or service courses for undergraduate credit on or off campus.

The 56 reporting ALA Schools seem to have provided comparable data for Table II-1 except that Missouri figures exclude 43.5 and North Carolina Central figures exclude 14.67 FTE students in extension/off-campus courses. Five of the 6 reporting Non-ALA Schools provided apparently-complete data for Table II-1. Pittsburgh figures combine library science and information science students, though the two departments are separate in the school.

All schools were asked to indicate that portion of the total FTE enrollment which represents FTE enrollment in off-campus courses. This information is given in Table II-1-c-(7) for ALA Schools and Table II-1-d-(7) for Non-ALA Schools. Of the 28 ALA Schools reporting FTE enrollment off-campus, the range was from 1.17 to 83.00 FTE, the median being 20.33. Three Non-ALA Schools reported off-campus enrollment ranging from 6.6 to 21.00.

Summary Tables II-1-a and II-1-b were skewed, and certain totals in Table II-1-c and Table II-1-d have been omitted because of incomplete data having been furnished. Statistics for students in the master's level program at Syracuse include 38 persons (28.75 FTE) in the IRM program.

Tables II-1-e and II-1-f show enrollment in undergraduate programs for library science majors full-time and part-time by sex. The undergraduate majors reported by Montreal are in the Archives and Records Management program. At Drexel the major is in Information Systems. The Pittsburgh figures are for majors in the B.S. in Information Science Program.

TABLE II-1-a: Summary - ALA Schools - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

		Full-Time			Part-Time				Total	
							Total			
	N Sch Rptg	Men	Women	Total	Men	Women	N	FTE	N	FTE
Master's	56	825	2416	3251	1061	4609	5670	2505.04	8921	5756.02
Post-Master's	29	9	25	34	18	120	133	54.43	172	88.43
Doctoral	20	66	94	160	119	219	338	149.20	498	309.20
Other Graduate	47	21	38	59	309	1458	1767	587.12	1826	646.12
Undergraduate	35	162	173	335	530	1484	2014	484.07	2349	819.07

TABLE II-1-b: Summary - Non-ALA Schools - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

		Full-Time			Part-Time				Total	
							Total			
	N Sch Rptg	Men	Women	Total	Men	Women	N	FTE	N	FTE
Master's	6	9	43	52	74	324	398	143.36	450	195.36
Post-Master's	3	0	0	0	14	5	19	1.63	19	1.63
Doctoral	0	0	0	0	0	0	0	0.00	0	0.00
Other Graduate	4	1	0	1	10	63	73	25.23	74	26.23
Undergraduate	3	3	47	50	13	113	126	36.35	176	86.35

TABLE II-1-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	MASTER'S										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	7	35	42			10	5.00	10	5.00	52	47.00
Albany	17	53	70	15	7.00	97	40.50	112	47.50	182	117.50
Alberta	16	48	64	2	0.60	14	1.16	16	1.76	80	65.76
Arizona	10	46	56	21	10.00	88	29.60	109	39.60	165	95.60
Atlanta	7	22	29	4	2.00	21	11.67	25	13.67	54	42.67
Brigham Young	12	22	34	17	7.79	38	18.17	55	25.96	89	59.96
Buffalo	14	59	73	18	8.00	80	30.00	98	38.00	171	111.00
Calif.-Berkeley	19	44	63	26	17.00	72	43.25	98	60.25	161	123.25
Calif.-L. A.	29	111	140	7	3.50	22	11.00	29	14.50	169	154.50
Columbia	12	39	51	35	15.50	78	35.25	113	50.75	164	101.75
Dalhousie	7	54	61	2	0.38	5	1.13	7	1.50	68	62.50
Drexel	8	23	31	45	22.00	148	75.00	193	97.00	224	128.00
Emory	2	20	22	6	2.33	32	14.83	38	17.16	60	39.16
Emporia	10	20	30	7	3.11	51	24.00	58	27.11	88	57.11
Florida	12	28	40	14	6.75	63	31.84	77	38.59	117	78.59
Hawaii	5	15	20	14	7.75	43	23.75	57	31.50	77	51.50
Illinois	39	90	129	8	4.67	37	16.67	45	21.34	174	150.34
Indiana	9	50	59	69	30.75	238	106.83	307	137.58	366	196.58
Iowa	17	33	50	6	3.00	27	12.44	33	15.44	83	65.44
Kent State	2	12	14	38	14.13	220	76.66	258	90.79	272	104.79
Kentucky	24	33	57	14	4.62	64	21.12	78	25.74	135	82.74
Long Island	13	45	58	35	19.03	261	132.37	296	151.40	354	209.40
Louisiana	20	46	66	5	1.11	37	10.97	42	12.08	108	78.08
Maryland	22	78	100	39	22.05	165	92.19	204	114.24	304	214.24
McGill	19	102	121	4	1.75	19	4.75	23	6.50	144	127.50
Michigan	5	21	26	46	25.30	170	69.00	216	94.30	242	120.30
Missouri	5	19	24	11	3.60	49	16.40	60	20.00	84	44.00
Montreal	49	111	160	5	1.25	5	1.25	10	2.50	170	162.50
North Carolina	32	82	114	4	2.25	9	5.25	13	7.50	127	121.50
NC Central	5	14	19	4	2.75	62	37.00	66	39.75	85	58.75
NC-Greensboro	7	16	23	8	3.96	80	37.73	88	41.69	111	64.69
Northern Illinois	1	13	14	8	3.00	46	15.13	54	18.13	68	32.13
North Texas State	13	38	51	21	10.67	75	36.89	96	47.56	147	98.56
Oklahoma		8	8	27	10.50	181	64.00	208	74.50	216	82.50
Peabody	4	15	19	2	1.25	21	9.33	23	10.58	42	29.58
Pittsburgh	51	70	121	96	38.40	142	56.80	238	95.20	359	216.20
Pratt	8	22	30	26	17.00	70	47.00	96	64.00	126	94.00
Queens	5	7	12	26	12.75	82	37.50	108	50.25	120	62.25
Rosary	10	29	39	17	8.00	123	55.33	140	63.33	179	102.33
Rutgers	14	51	65	25	14.63	150	81.00	175	95.63	240	160.63

TABLE II-1-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE (cont'd.)

	MASTER'S											
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
St. John's	3	16	19	18	8.50	46	21.50	64	30.00	83	49.00
San Jose	13	25	48	22	8.60	91	37.50	113	46.10	161	94.10
Simmons	11	42	53	62	20.66	283	94.33	345	114.99	398	167.99
South Carolina	18	46	64	18	8.80	158	73.60	176	82.40	240	146.40
South Florida	8	14	22	10	4.39	77	34.43	87	38.82	109	60.80
Southern Connecticut	9	39	48	17	7.33	132	60.33	149	67.66	197	115.66
Southern Mississippi	14	22	36	1	0.67	28	11.67	29	12.34	65	48.34
Syracuse	15	22	37	31	18.00	69	31.50	100	49.50	137	86.50
Tennessee	14	31	45	12	5.30	53	26.00	65	31.30	110	76.30
Texas	20	60	80	19	9.67	83	38.83	102	48.50	182	128.50
Texas Woman's	2	34	36	9	4.70	110	48.00	119	52.70	155	88.70
Toronto	33	108	141	15	5.00	43	14.33	58	19.33	199	160.33
Washington	29	91	120	7	3.04	28	12.82	35	15.86	155	135.86
Western Ontario	39	123	162	16	4.00	81	20.25	97	24.25	259	186.25
Wisc.-Madison	28	60	88	6	3.00	55	24.66	61	27.66	149	115.66
Wisc.-Milwaukee	8	39	47	21	7.75	77	26.00	98	33.75	145	80.75

TABLE II-1-c-(2): ALA Schools - Post-Master's Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	POST-MASTER'S										
	Full-Time			Part-Time						Total	
	Men	Women	Total	Men		Women		Total			
				N	FTE	N	FTE	N	FTE	N	FTE
Alabama						3	1.50	3	1.50	3	1.50
Albany						5	1.50	5	1.50	5	1.50
Buffalo		1	1			3	1.00	3	1.00	4	2.00
Calif.-Berkeley		3	3	1	0.75	6	4.00	7	4.75	10	7.75
Calif.-L. A.		4	4			1	0.50	1	0.50	5	4.50
Columbia	3	3	6	3	0.75	8	2.25	11	3.00	17	9.00
Drexel						6	2.00	6	2.00	6	2.00
Emory				1	0.17	5	1.50	6	1.67	6	1.67
Florida				1	0.67	3	1.09	4	1.76	4	1.76
Hawaii						8	3.00	8	3.00	8	3.00
Illinois	1	5	6	1	0.33	3	1.66	4	1.99	10	7.99
Indiana						5	2.75	5	2.75	5	2.75
Kent State				1	0.80	1	0.13	2	0.93	2	0.93
Long Island						4	2.34	4	2.34	4	2.34
NC-Greensboro						2	0.44	2	0.44	2	0.44
North Texas State				2	1.00	9	3.99	11	4.99	11	4.99
Oklahoma						7	1.30	7	1.30	7	1.30
Pittsburgh	1	2	3	2	0.80	3	1.20	5	2.00	8	5.00
Pratt	2	1	3			1		1		4	3.00
Rosary				1	0.33	3	1.00	4	1.33	4	1.33
Rutgers				1	0.25	1	0.25	2	0.50	2	0.50
St. John's				1	0.25	2	0.50	3	0.75	3	0.75
South Carolina						8	3.00	8	3.00	8	3.00
Southern Connecticut	2	2	4	2	0.67	10	4.67	12	5.34	16	9.34
Syracuse				1	0.75			1	0.75	1	0.75
Texas		2	2							2	2.00
Washington		1	1			1	0.67	1	0.67	2	1.67
Wisc.-Madison						10	4.00	10	4.00	10	4.00
Wisc.-Milwaukee		1	1			2	0.67	2	0.67	3	1.67

TABLE II-1-c-(3): ALA Schools - Doctoral Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	DOCTORAL										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Calif.-Berkeley	6	5	11	4	2.50	7	4.75	11	7.25	22	18.25
Calif.-L. A.	2	8	10	2	1.00	3	1.50	5	2.50	15	12.50
Columbia				10	2.75	32	9.00	42	11.75	42	11.75
Drexel	2	1	3	6	2.00	15	6.00	21	8.00	24	11.00
Florida	2	2	4	6	0.92	11	1.67	17	2.59	21	6.59
Illinois	4	15	19	2	0.67	4	1.33	6	2.00	25	21.00
Indiana	10	8	18	9	3.00	13	4.33	22	7.33	40	25.33
Maryland	1	3	4	2	1.34	8	3.32	10	4.66	14	8.66
Michigan				7	2.80	4	1.60	11	4.40	11	4.40
North Carolina	4	1	5	5	1.50	6	2.25	11	8.75	16	13.75
North Texas State	2	1	3	6	3.34	8	2.98	14	6.32	17	9.32
Pittsburgh	10	9	19	17	6.80	17	6.80	34	13.60	53	32.60
Rutgers	4	4	8	27	18.09	36	24.12	63	42.21	71	50.21
Simmons		1	1	2	0.66	10	3.33	12	3.99	13	4.99
Syracuse	8	7	15	1	0.50	5	1.25	6	1.75	21	16.75
Texas	1	6	7	2	0.66	7	2.65	9	3.31	16	10.31
Texas Woman's	4	5	9	2	1.00	22	9.30	24	10.30	33	19.30
Toronto	1	9	10	1	0.33	2	0.67	3	1.00	13	11.00
Western Ontario	4	2	6	2	0.50	4	1.00	6	1.50	12	7.50
Wisc.-Madison	1	7	8	6	3.33	5	2.66	11	5.99	19	13.99

TABLE II-1-c-(4): ALA Schools - Other Graduate Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	OTHER GRADUATE										
	Full-Time			Part-Time						Total	
	Men	Women	Total	Men		Women		Total			
				N	FTE	N	FTE	N	FTE	N	FTE
Alabama	4	5	9	3	1.50	34	17.00	37	18.50	46	27.50
Albany	1	6	7	10	2.50	81	22.00	91	24.50	98	31.50
Arizona				13	5.40	79	30.10	92	35.50	92	35.50
Atlanta				4	1.67	5	1.67	9	3.34	9	3.34
Brigham Young				1	0.67			1	0.67	1	0.67
Buffalo						45	12.00	45	12.00	45	12.00
Calif.-L. A.	5	4	9			1	0.50	1	0.50	10	9.50
Columbia				6	1.50	11	3.25	17	4.75	17	4.75
Dalhousie		1	1							1	1.00
Emporia				7	1.44	43	12.22	50	13.66	50	13.66
Florida		1	1	16	4.59	53	22.67	69	27.26	70	28.26
Hawaii				8	2.75	13	4.25	21	7.00	21	7.00
Illinois				2	0.67	5	1.67	7	2.34	7	2.34
Indiana				34	11.25	116	36.50	150	47.75	150	47.75
Iowa				3	1.00	9	3.67	12	4.67	12	4.67
Kent State				3	0.40	4	0.93	7	1.33	7	1.33
Kentucky	1	1	2	9	2.97	38	12.58	47	15.55	49	17.55
Long Island				11	3.63	31	10.23	42	13.86	42	13.86
Louisiana	4	1	5	2	0.22	27	3.00	29	3.22	34	8.22
Maryland		1	1	9	3.65	39	13.89	48	17.54	49	18.54
McGill				3	0.75	4	1.25	7	2.00	7	2.00
Michigan				3	1.20	21	4.50	24	5.70	24	5.70
Montreal				2	0.50	1	0.25	3	0.75	3	0.75
North Carolina				3	0.75	25	6.25	28	7.00	28	7.00
NC Central				7	4.75	24	14.50	31	19.25	31	19.25
NC-Greensboro				1	0.11	18	5.17	19	5.28	19	5.28
Northern Illinois		4	4	10	2.00	64	18.05	74	24.05	78	28.05
North Texas State		1	1	4	1.32	26	9.60	30	10.92	31	11.92
Oklahoma						2	0.40	2	0.40	2	0.40
Peabody				29	7.42	33	8.25	62	15.67	62	15.67
Pittsburgh	1		1	3	1.20	7	2.80	10	4.00	11	5.00
Queens		1	1	8	4.00	23	8.25	31	12.25	32	13.25
Rosary				1	0.33	15	5.00	16	5.33	16	5.33
Rutgers		1	1	8	3.12	122	31.45	130	34.57	131	35.57
St. John's				3	0.75	10	2.50	13	3.25	13	3.25
Simmons				1	0.33	10	3.33	11	3.66	11	3.66
South Carolina				5	1.70	55	18.30	60	20.00	60	20.00
South Florida	1	3	4	16	6.43	151	58.29	167	65.00	171	69.00
Southern Connecticut	1	5	6	13	5.33	48	18.33	61	23.66	67	29.66
Southern Mississippi				2	0.67	24	10.33	26	11.00	26	11.00

TABLE II-1-c-(4): ALA Schools - Other Graduate Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE (cont'd.)

	OTHER GRADUATE										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Syracuse				26	7.00	57	16.00	83	23.00	83	23.00
Texas	2	1	3	7	2.65	26	9.26	33	11.91	36	14.91
Toronto						1	0.33	1	0.33	1	0.33
Washington				2	0.66	11	3.66	13	4.32	13	4.32
Western Ontario				1	0.25	2	0.50	3	0.75	3	0.75
Wisc.-Madison		1	1	8	3.00	32	11.88	40	14.88	41	15.88
Wisc.-Milwaukee	1	1	2	2	0.50	12	3.75	14	4.25	16	6.25

TABLE II-1-c-(5): ALA Schools - Undergraduate Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	UNDERGRADUATE										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama				3	0.50	92	12.00	95	12.50	95	12.50
Albany	2	6	8							8	8.00
Arizona				5	1.60	80	26.60	85	28.20	85	28.20
Brigham Young				76	8.44	80	10.67	156	19.11	156	19.11
Calif.-L. A.				31	7.75	54	13.50	85	21.25	85	21.25
Drexel	64	42	106							106	106.00
Emporia				5	0.93	76	12.60	81	13.53	81	13.53
Florida				4	0.67	23	5.59	27	6.26	27	6.26
Hawaii				3	0.75	4	1.00	7	1.75	7	1.75
Illinois				1	0.33	2	0.67	3	1.00	3	1.00
Indiana				17	1.75	22	2.83	39	4.58	39	4.58
Iowa				4	1.00	17	4.25	21	5.25	21	5.25
Kentucky				4	1.32	99	32.67	103	33.99	103	33.99
Maryland	3	7	10							10	10.00
Michigan				1	0.20	19	3.20	20	3.40	20	3.40
Montreal	16	32	48	38	9.50	81	20.25	119	29.75	167	77.75
North Carolina				5	1.25	88	22.00	93	23.25	93	23.25
NC Central						2	0.50	2	0.50	2	0.50
NC-Greensboro		7	7							7	7.00
Northern Illinois				1	0.25	4	0.95	5	1.20	5	1.20
North Texas State		1	1	4	1.00	8	2.75	12	3.75	13	4.75
Oklahoma				22	3.10	83	15.50	105	18.60	105	18.60
Pittsburgh	74	55	129	8	3.20	18	7.20	26	10.40	155	139.40
Queens						2	0.50	2	0.50	2	0.50
Rosary						2	0.66	2	0.66	2	0.66
South Carolina				1	0.30	10	3.30	11	3.60	11	3.60
Southern Connecticut	3	13	16	85	21.25	144	36.00	229	57.25	245	73.25
Southern Mississippi				9	2.33	39	14.33	48	16.66	48	16.66
Syracuse				96	27.00	80	21.00	176	48.00	176	48.00
Tennessee				20	6.30	65	21.60	85	27.90	85	27.90
Texas				53	13.50	233	59.00	286	72.50	286	72.50
Texas Woman's		10	10			8	4.50	8	4.50	18	14.50
Washington				2	0.50	5	1.25	7	1.75	7	1.75
Wisc.-Madison				13	3.75	16	4.00	29	7.75	29	7.75
Wisc.-Milwaukee				19	1.80	28	2.93	47	4.73	47	4.73

TABLE II-1-c-(6): ALA Schools - Total Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	TOTAL										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	11	40	51	6	2.00	139	35.50	145	37.50	196	88.50
Albany	20	65	85	25	9.50	183	64.00	208	73.50	293	158.50
Alberta	16	48	64	2	0.60	14	1.16	16	1.76	80	65.76
Arizona	10	46	56	39	17.00	247	86.30	286	103.30	342	159.30
Atlanta	7	22	29	8	3.67	26	13.34	34	17.01	63	46.01
Brigham Young	12	22	34	94	16.90	118	28.84	212	45.74	246	79.74
Buffalo	14	60	74	18	8.00	128	43.00	146	51.00	220	125.00
Calif.-Berkeley	25	52	77	31	20.25	85	52.00	116	72.25	193	149.25
Calif.-L. A.	36	127	163	40	12.25	81	27.00	121	39.25	284	202.25
Columbia	15	42	57	54	20.50	129	49.75	183	70.25	240	127.25
Dalhousie	7	55	62	2	0.38	5	1.13	7	1.50	69	63.50
Drexel	74	66	140	51	24.00	169	83.00	220	107.00	360	247.00
Emory	2	20	22	7	2.50	37	16.33	44	18.83	66	40.83
Emporia	10	20	30	19	5.48	170	48.82	189	54.30	219	84.30
Florida	14	31	45	41	13.60	153	62.86	194	76.46	239	121.46
Hawaii	5	15	20	25	11.25	68	32.00	93	43.25	113	63.25
Illinois	44	110	154	14	6.67	51	22.00	65	28.67	219	182.67
Indiana	19	58	77	129	46.75	394	153.24	523	199.99	600	276.99
Iowa	17	33	50	13	5.00	53	20.36	66	25.36	116	75.36
Kent State	2	12	14	42	15.33	225	77.72	267	93.05	281	107.05
Kentucky	25	34	59	27	8.91	201	66.37	228	75.28	287	134.28
Long Island	13	45	58	46	22.66	296	144.94	342	167.60	400	225.60
Louisiana	24	47	71	7	1.33	64	13.97	71	15.30	142	86.30
Maryland	26	89	115	50	27.04	212	109.40	262	136.44	377	251.44
McGill	19	102	121	7	2.50	23	6.00	30	8.50	151	129.50
Michigan	5	21	26	57	29.50	214	78.30	271	107.80	297	133.80
Missouri	5	19	24	11	3.60	49	16.40	60	20.00	84	44.00
Montreal	65	143	208	45	11.25	87	21.75	132	33.00	340	241.00
North Carolina	36	83	119	17	5.75	128	35.75	45	46.50	264	165.50
NC Central	5	14	19	11	7.50	88	52.00	99	59.50	118	78.50
NC-Greensboro	7	23	30	9	4.07	100	43.34	109	47.41	139	77.41
Northern Illinois	1	17	18	19	5.25	114	34.13	133	43.38	151	61.38
North Texas State	15	41	56	37	17.33	126	56.21	163	73.54	219	129.54
Oklahoma		8	8	49	13.60	273	81.20	322	94.80	330	102.80
Peabody	4	15	19	31	8.67	54	17.58	85	26.25	104	45.25
Pittsburgh	137	136	273	126	50.40	187	74.80	313	125.20	586	398.20
Pratt	10	23	33	26	17.00	71	47.00	97	64.00	130	97.00
Queens	5	8	13	34	16.75	107	46.25	141	63.00	154	76.00
Rosary	10	29	39	19	8.66	143	61.99	162	70.65	201	109.65
Rutgers	18	56	74	61	36.09	309	136.82	370	172.91	444	246.91

TABLE II-1-c-(6): ALA Schools - Total Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE (cont'd.)

	TOTAL											
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
St. John's	3	16	19	22	9.50	58	24.50	80	34.00	99	53.00
San Jose	13	25	48	22	8.60	91	37.50	113	46.10	161	94.10
Simmons	11	43	54	65	21.65	303	100.99	368	122.64	422	176.64
South Carolina	18	46	64	24	10.80	231	98.20	255	109.00	319	173.00
South Florida	9	17	26	26	11.00	228	86.70	254	103.80	280	67.70
Southern Connecticut	15	59	74	117	34.58	334	119.33	451	153.91	525	227.91
Southern Mississippi	14	22	36	12	3.67	91	36.33	103	40.00	139	76.00
Syracuse	23	29	52	155	53.25	211	69.75	366	123.00	418	175.00
Tennessee	14	31	45	32	11.60	118	47.60	150	59.20	195	104.20
Texas	23	69	92	81	26.48	349	109.74	430	136.22	522	228.22
Texas Woman's	6	49	55	11	5.70	140	61.80	151	67.50	206	122.50
Toronto	34	117	151	16	5.33	46	15.33	62	20.66	213	171.66
Washington	29	92	121	11	4.20	45	18.40	56	22.60	177	143.60
Western Ontario	43	125	168	19	4.75	87	21.75	106	26.50	274	194.50
Wisc.-Madison	29	68	97	33	13.08	118	47.20	151	60.28	248	157.28
Wisc.-Milwaukee	9	41	50	42	10.05	119	33.35	161	43.40	211	93.40

TABLE II-1-c-(7): ALA Schools - Off-Campus Students - Total FTE Enrollment, Fall Term 1986

	Total FTE Off Campus
Alabama	14.00
Albany	10.25
Arizona	22.67
Brigham Young	14.75
Buffalo	6.75
Columbia	1.50
Emporia	14.00
Florida	42.50
Indiana	83.00
Kent State	36.53
Kentucky	16.17
Long Island	65.67
Louisiana	7.33
North Carolina	6.00
NC Central	14.67
Northern Illinois	25.25
Oklahoma	23.00
Pittsburgh	49.00
Pratt	7.00
Rosary	3.66
Rutgers	19.75
South Carolina	4.30
South Florida	39.00
Southern Connecticut	13.00
Southern Mississippi	19.33
Syracuse	3.00
Texas	4.62
Western Ontario	10.50
Wisc.-Milwaukee	1.17

TABLE II-1-d-(1): Non-ALA Schools - Master's Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	MASTER'S										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Bridgewater				38				38		38	
Chicago State		1	1	2	0.60	18	8.30	20	8.90	21	9.90
Kutztown	1	1	2	3	1.33	35	12.67	38	14.00	40	16.00
Rhode Island	6	22	28	11	5.00	94	42.20	105	47.20	133	75.20
Sam Houston				3	0.75	129	36.50	132	37.25	132	37.25
Wayne State	2	19	21	17	10.38	48	25.63	65	36.01	86	57.01

TABLE II-1-d-(2): Non-ALA Schools - Post-Master's Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	POST-MASTER'S										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Bridgewater				14				14		14	
Sam Houston						2	0.50	2	0.50	2	0.50
Wayne State						3	1.13	3	1.13	3	1.13

TABLE II-1-d-(3): Non-ALA Schools - Doctoral Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

No doctoral students reported

TABLE II-1-d-(4): Non-ALA Schools - Other Graduate Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	OTHER GRADUATE										
	Full-Time			Part-Time						Total	
	Men	Women	Total	Men		Women		Total			
				N	FTE	N	FTE	N	FTE	N	FTE
Chicago State				1	0.33	30	10.00	31	10.33	31	10.33
Rhode Island	1		1	5	2.00	25	8.90	30	10.90	31	11.90
Sam Houston						4	1.00	4	1.00	4	1.00
Wayne State				4	1.50	4	1.50	8	3.00	8	3.00

TABLE II-1-d-(5): Non-ALA Schools - Undergraduate Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	UNDERGRADUATE										
	Full-Time			Part-Time						Total	
	Men	Women	Total	Men		Women		Total			
				N	FTE	N	FTE	N	FTE	N	FTE
Chicago State				13	4.30	46	15.30	59	19.60	59	19.60
Kutztown	3	47	50							50	50.00
Sam Houston						67	16.75	67	16.75	67	16.75

TABLE II-1-d-(6): Non-ALA Schools - Total Students - Enrollment, Fall Term 1986, by Program and Sex to Determine FTE

	TOTAL										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Bridgewater				52				52		52	
Chicago State		1	1	16	5.23	94	33.60	110	38.83	111	39.83
Kutztown	4	48	52	3	1.33	35	12.67	38	14.00	90	66.00
Rhode Island	7	22	29	16	7.00	119	51.10	135	58.10	164	87.10
Sam Houston				3	0.75	202	54.75	205	55.50	205	55.50
Wayne State	2	19	21	21	11.88	55	28.26	76	40.14	97	61.14

TABLE II-1-d-(7): Non-ALA Schools - Off-Campus Students - Total FTE Enrollment, Fall Term 1986

	Total FTE Off Campus
Chicago State	6.60
Rhode Island	19.50
Sam Houston	21.00

TABLE II-1-e: ALA Schools -
Undergraduate Library Science Majors Enrolled
Full-time and Part-time by Sex, Fall Term 1986

	UNDERGRADUATE MAJOR										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Florida				4	0,67	23	5.59	27	6,26	27	6.26
Maryland	3	7	10							10	10.00
Montreal	16	32	48	38	9.50	81	20.25	119	29.75	167	77.75
North Texas State		1	1	3	0.75	8	2.75	11	3.50	12	4.50
Pittsburgh	74	55	129	8	3.20	18	7.20	26	10.40	155	139.40
Rosary						2	0.66	2	0.66	2	0.66
Southern Connecticut	3	13	16	1	0.33	2	1.33	3	1.66	19	17.67
Southern Mississippi				5	1.65	22	9.75	27	11.40	27	11.40
Texas Woman's		10	10			8	4,50	8	4.50	18	14.50

TABLE II-1-f: Non-ALA Schools-
Undergraduate Library Science Majors Enrolled
Full-time and Part-time by Sex, Fall Term 1986

	UNDERGRADUATE MAJOR										
	Full-Time			Part-Time						Total	
				Men		Women		Total			
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Kutztown	3	47	50	3	1,33	35	12,67	38	14,00	88	64,00

Table II-2: Number of Classes by Number of Students Enrolled

Schools were asked to indicate the number of classes or sections of classes by number of students enrolled. Class sizes were divided into 11 categories. Fifty-five of the 56 responding ALA Schools and 5 Non-ALA Schools supplied all or part of the data requested for Tables II-2-a and II-2-b.

Schools were requested not to include individual study programs in the category 1-5, but to indicate the number of students enrolled in such programs. Fifty-two ALA Schools reported a total of 1,030 students in individual study programs. Three Non-ALA schools reported 30 students engaged in individual study.

Fifteen schools reported 42 classes or sections of classes in the category over 50. They included core or required courses (12 schools), a television course (1 school), and children's literature (2 schools).

TABLE II-2-a: ALA Schools-
Number of Classes or Sections of Classes by
Number of Students Enrolled, Fall Term 1986

	NUMBER OF STUDENTS										
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Alabama	10	4	3	4	1	1		1			
Albany	4	7	5	6	3	4	4	2		1	
Alberta	2	3	1	1	1	1	4				
Arizona			1	4	3	1	1	4	4	1	
Atlanta	5	4	1		2		1				
Brigham Young	4	4	3	1							
Buffalo	1		3	4	4	3	3	1			
Calif.-Berkeley	3	4	2	9	11	5	3		1		1
Calif.-L. A.	5	7	7	5	5	3	3				1
Columbia	4	5	3	4	5	3		3			
Dalhousie			1	2	1	3	4				
Drexel		2	8	7	4	2					
Emory		3	2	3	3						
Emporia	3	4	7	3	2	2	1	2	1		
Florida	26	8	3	5	8	4					
Hawaii	2	4	10	3	2						
Illinois	3	5	1	2	2	1	4	3			2
Indiana		11	12	9	4	8	4	3			
Iowa	6	8	2	1	1	2	2				
Kent State	3	3	5	5	8	4			1		
Kentucky		2	8	4	2	4	4				
Long Island	2	13	11	10	3	4					
Louisiana	1	4	3	5	2	2					
Maryland	3	5	8	7	5	3	3	1	2		
McGill		1	4	3	1	2				2	4
Michigan	1	1	3	4	5	2	1	2	1		7
Missouri	3	8	2	3	1						
Montreal		6	3	2	2	1		1	1		5
North Carolina	5	6	4		5		2		1		2
NC Central	11	7	3			2					
NC-Greensboro		9	1	2	2	2					
Northern Illinois	4	4	5	3	3						
North Texas State	3	4	8	3	2	2	1	1	1		
Oklahoma	3	4	5	2	2	4	3				
Peabody	1	3	4	3	2	1					
Pittsburgh	9	15	4	11	15	4	1	3	1	2	7
Pratt	1	3	5	2	4	2					
Queens	1	3	6	5	2	2					
Rosary	4	8	5	3	2		2	1			
Rutgers	1	8	12	8	9	7	4	1			1
St. John's	4	9	2	3	2						
San Jose	2	7	2	4	5	4	4	1			

TABLE II-2-a: ALA Schools - Number of Classes or Sections of Classes by Number of Students Enrolled, Fall Term 1986 (cont'd.)

	NUMBER OF STUDENTS										
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
South Carolina	4	4	5	3		2	2	1		1	2
South Florida		6	6	5	5	2		5		2	2
Southern Connecticut		1	3	6	2	4	3				
Southern Mississippi	2	10	2	4	2	1					
Syracuse	1	11	9	5	9	2					
Tennessee	6	3	3	4	4	1	2				
Texas	2	8	7	4	3		2	1	1		2
Texas Woman's	1	5	5	4	3	1	1	1			
Toronto		7	4	11	5	5	2	2			
Washington		1	2	2	2	2	1			1	3
Western Ontario		1	4	4	1	4	11	3	1		1
Wisc.-Madison	4	3	5	6		1	1	1		1	3
Wisc.-Milwaukee	2	5	8	2	3	3	4				

TABLE II-2-b: Non-ALA Schools - Number of Classes or Sections of Classes by Number of Students Enrolled, Fall Term 1986

	NUMBER OF STUDENTS										
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Chicago State	2	2	2	3							
Kutztown	1	3	3	2	1						
Rhode Island	2	7	4	5	2						
Sam Houston	3	1	7	3							
Wayne State	4	4	3	2	2						

Tables II-3: Degrees and Certificates Awarded by Sex and Ethnic Origin

The schools were requested to give the number of degrees and certificates awarded in 1985-86, including those in summer session, by sex and ethnic origin, to United States and Canadian citizens, permanent residents or landed immigrants, and foreign students. The five categories for defining ethnic origin were those of the U.S. Department of Labor: American Indian or Alaskan Native (AI), Asian or Pacific Islander (AP), Black (B), Hispanic (H), and White (W). Foreign (F) students were defined as all students who are not citizens, permanent residents, or landed immigrants. Canadian schools were not asked to supply data on ethnic background.

Fifty-five ALA Schools provided information for Table II-3. Simmons reported degrees and certificates awarded in January, May, and October 1986. Southern Connecticut did not include in its report 9 M.S. degrees in instructional technology. The Syracuse figures include 55 M.L.S. and 14 I.R.M. degrees. Rosary reported degrees and certificates awarded in summer and fall 1985 and spring 1986. Table II-3-a is a summary for ALA Schools.

All 6 responding Non-ALA Schools provided data for one or more sections of Table II-3. Table II-3-b is a summary for Non-ALA Schools.

TABLE II-3-a: Summary - ALA Schools - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	N Sch Rptg	MALE								FEMALE								TOTAL*
		AI	AP	B	H	W	NA	F	Total*	AI	AP	B	H	W	NA	F	Total*	
BACHELOR'S	5	0	0	6	0	41	0	2	76	0	0	2	1	39	0	1	141	217
MASTER'S	55	0	14	25	11	532	27	44	760	7	51	96	22	2074	124	116	2836	3596
POST-MASTER'S	21	0	0	0	0	18	0	4	22	0	0	1	1	38	5	8	53	75
DOCTORAL	17	0	0	1	1	13	0	6	22	1	1	1	1	24	1	4	34	56

* Includes students not identified by ethnic origin.

TABLE II-3-b: Summary - Non-ALA Schools - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	N Sch Rptg	MALE								FEMALE								TOTAL*
		AI	AP	B	H	W	NA	F	Total*	AI	AP	B	H	W	NA	F	Total*	
BACHELOR'S	1	0	0	0	0	1	0	0	1	0	0	0	0	9	0	0	9	10
MASTER'S	6	0	0	0	0	16	0	1	17	0	3	12	12	131	0	1	159	176
POST-MASTER'S	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DOCTORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Includes students not identified by ethnic origin.

TABLE II-3-c-(1): ALA Schools - Bachelor's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	BACHELOR'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Montreal								27								78	105
North Texas State													1			1	1
Pittsburgh			6		38		2	46			2		41			43	89
Southern Mississippi					3			3					7			7	10
Texas Woman's												1	10		1	12	12

TABLE II-3-c-(2): ALA Schools - Master's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	MASTER'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Alabama					7			7		1		1	27			29	36
Albany					15		4	19		1	1		60		6	68	87
Alberta								9								22	31
Arizona								15								67	82
Atlanta			4		1		1	6		1	9		3		4	17	23
Brigham Young		4			7			11		3			24			27	38
Buffalo					12		2	14			3	1	38		6	48	62
Calif.-Berkeley					17			17	1	2	3	2	2	48	2	60	77
Calif.-L. A.		1	2		12		2	17		1	1	1	30		5	38	55
Columbia					18		2	20		1			44		4	49	69
Dalhousie			1		8			9			2		20			22	31
Drexel				1	19			20			3		59			62	82
Emory					8		1	9			2		25		2	29	38
Emporia		1			1			2					20			20	22
Florida			1		2		1	4			5	2	53		1	61	65
Hawaii		2	1		6		3	12	3	11	1		16		7	38	50
Illinois				1	16		1	18		1	2		65		5	73	91
Indiana					37			37			5	1	117			123	160
Iowa					12			12					23		2	25	37
Kent State			1		14		1	16		2	5		85		1	93	109
Kentucky			1		6			7	1		1		43			45	52
Long Island			2		6			8			1		70			71	79
Louisiana					19			19			4	1	28		2	35	54
Maryland			1			27	1	29			5			76	6	87	116
McGill								13								42	55
Michigan			2	1	11			14		2	2	2	65		8	79	93
Missouri			1		9			10		4	5	1	36			46	56
Montreal								20								40	60
North Carolina					10			10			2		46		2	50	60
NC Central			1		3			4		1	5		7			13	17
NC-Greensboro			1		5			6		1	4		29			34	40
Northern Illinois					2			2		2			26			28	30
North Texas State					10		2	12		4	1		56		2	63	75
Oklahoma					1			1	1				25			26	27
Peabody					7		1	8			2		27		1	30	38
Pittsburgh			4		57		6	67			2		88		7	97	164
Pratt			1	1	6		2	10		1	1	3	25		3	33	43
Queens				2	10			12		1	2	1	41		2	47	59
Rosary		1			4			5				1	54		1	56	61
Rutgers		2		2	14			18		4	3		56			63	81

TABLE II-3-c-(2): ALA Schools - Master's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin (cont'd.)

	MASTER'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
St. John's			1		4			5		2	3		9			14	19
Simmons		1		1	24		3	29			2		124		9	135	164
South Carolina					7			7			3		52			55	62
South Florida				1	8			9				3	44			47	56
Southern Connecticut					13			13					72			72	85
Southern Mississippi		1			3		1	5		1			34		1	36	41
Syracuse					12		6	18	1				43		7	51	69
Tennessee					7			7		1	1		20			22	29
Texas					18			18			1	2	54		6	63	81
Texas Woman's					2			2		1			39		2	42	44
Toronto								16								75	91
Washington		1			20		2	23		2	1		48		1	52	75
Western Ontario								34								100	134
Wisc.-Madison					14		2	16					57		6	63	79
Wisc.-Milwaukee				1	8			9			3		45		5	53	62

TABLE II-3-c-(3): ALA Schools - Post-Master's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	POST-MASTER'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	MA	F	Total	AI	AP	B	H	W	MA	F	Total	
Alabama													3			3	3
Albany												1				1	1
Buffalo					2			2									2
Calif.-Berkeley					1			1						4	1	5	6
Calif.-L. A.														1		1	1
Columbia					2			2					13		3	16	18
Emory													2			2	2
Florida					1			1					2			2	3
Illinois													2		1	3	3
Indiana					2			2			1		1			2	4
Kent State															1	1	1
North Texas State													2			2	2
Oklahoma													2			2	2
Peabody							1	1					1			1	2
Pittsburgh					4		2	6					2		1	3	9
Pratt							1	1					1			1	2
Rutgers													1		1	2	2
South Carolina					2			2					2			2	4
Southern Connecticut					2			2					3			3	5
Syracuse					1			1									1
Wisc.-Madison					1			1					1			1	2

TABLE II-3-c-(4): ALA Schools - Doctoral Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	DOCTORAL																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Calif.-Berkeley					1			1						1	1	2	3
Calif.-L. A.					1			1									1
Columbia					1			1					1			1	2
Drexel					1			1									1
Florida													3			3	3
Illinois													1			1	1
Indiana					1			1					3		2	5	6
Michigan							1	1					1			1	2
North Carolina											1		1			2	2
North Texas State													1			1	1
Pittsburgh			1		2		4	7					4		1	5	12
Rutgers					3			3		1			1			2	5
Simmons					1			1					2			2	3
Syracuse					2			2					1			1	3
Texas Woman's				1				1	1			1	5			7	8
Western Ontario								1								1	2
Wisc.-Madison							1	1									1

TABLE II-3-c-(5): ALA Schools - Total All Levels - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	TOTAL																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Alabama					7			7		1		1	30			32	39
Albany					15		4	19		1	1	1	60		6	69	88
Alberta								9								22	31
Arizona								15								67	82
Atlanta			4		1		1	6		1	9		3		4	17	23
Brigham Young		4			7			11		3			24			27	38
Buffalo					14		2	16			3	1	38		6	48	64
Calif.-Berkeley					19			19	1	2	3	2	2	53	4	67	86
Calif.-L. A.		1	2		13		2	18		1	1	1	30	1	5	39	57
Columbia					21		2	23		1			58		7	66	89
Dalhousie			1		8			9			2		20			22	31
Drexel				1	20			21			3		59			62	83
Emory					8		1	9			2		27		2	31	40
Emporia		1			1			2					20			20	22
Florida			1		3		1	5			5	2	58		1	66	71
Hawaii		2	1		6		3	12	3	11	1		16		7	38	50
Illinois				1	16		1	18		1	2		68		6	77	95
Indiana					40			40			6	1	121		2	130	170
Iowa					12			12					23		2	25	37
Kent State			1		14		1	16		2	5		85		2	94	110
Kentucky			1		6			7	1		1		43			45	52
Long Island			2		6			8			1		70			71	79
Louisiana					19			19			4	1	28		2	35	54
Maryland			1			27	1	29			5			76	6	87	116
McGill								13								42	55
Michigan			2	1	11		1	15		2	2	2	66		8	80	95
Missouri			1		9			10		4	5	1	36			46	56
Montreal								47								118	165
North Carolina					10			10			3		47		2	52	62
NC Central			1		3			4		1	5		7			13	17
NC-Greensboro			1		5			6		1	4		29			34	40
Northern Illinois					2			2		2			26			28	30
North Texas State					10		2	12		4	1		60		2	67	79
Oklahoma					1			1	1				27			28	29
Peabody					7		2	9			2		28		1	31	40
Pittsburgh			11		101		14	126			4		135		9	148	274
Pratt			1	1	6		3	11		1	1	3	26		3	34	45
Queens				2	10			12		1	2	1	41		2	47	59
Rosary		1			4			5				1	54		1	56	61
Rutgers		2		2	17			21		5	3		58		1	67	88

TABLE II-3-c-(5): ALA Schools - Total All Levels - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin (cont'd.)

	TOTAL																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
St. John's			1		4			5		2	3		9			14	19
Simmons		1		1	25		3	30			2		126		9	137	167
South Carolina					9			9			3		54			57	66
South Florida				1	8			9				3	44			47	56
Southern Connecticut					15			15					75			75	90
Southern Mississippi		1			6		1	8		1			41		1	43	51
Syracuse					15		6	21	1				44		7	52	73
Tennessee					7			7		1	1		20			22	29
Texas					18			18			1	2	54		6	63	81
Texas Woman s				1	2			3	1	1		2	54		3	61	64
Toronto								16								75	91
Washington		1			20		2	23		2	1		48		1	52	75
Western Ontario								35								101	136
Wisc.-Madison					15		3	18					58		6	64	82
Wisc.-Milwaukee				1	8			9			3		45		5	53	62

TABLE II-3-d-(1): Non-ALA Schools - Bachelor's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	BACHELOR'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Kutztown					1			1					9			9	10

TABLE II-3-d-(2): Non-ALA Schools - Master's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	MASTER'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Bridgewater							1	1					3			3	4
Chicago State					1			1			7	4				11	12
Kutztown					1			1					13			13	14
Rhode Island					9			9		3			57			60	69
Sam Houston					1			1			1	8	32			41	42
Wayne State					4			4			4		26		1	31	35

TABLE II-3-d-(3): Non-ALA Schools - Post-Master's Level - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

No post-master's or doctoral degrees or certificates reported

TABLE II-3-d-(4): Non-ALA Schools - Total All Levels - Degrees and Certificates Awarded, 1985-86, by Sex and Ethnic Origin

	TOTAL																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Bridgewater							1	1					3			3	4
Chicago State					1			1			7	4				11	12
Kutztown					2			2					22			22	24
Rhode Island					9			9		3			57			60	69
Sam Houston					1			1			1	8	32			41	42
Wayne State					4			4			4		26		1	31	35

Table II-4: Enrollment, Fall Term 1986, by Sex and Ethnic Origin

Tables II-4-a, II-4-b, II-4-c, and II-4-d provide a profile of students by sex and ethnic origin. The definitions of the degrees for which the students were working were based on the definitions used in the COA Annual Report for Continuing Review (see Table II-1, above). The definitions of the categories used in the breakdown by ethnic origin are those developed by the U.S. Department of Labor (see Table II-3, above). Canadian schools were not asked to supply the ethnic breakdown.

Of 56 responding ALA Schools, 54 supplied information. Table II-4-c reflects responses by these schools. Table II-4-d displays information from the responding Non-ALA Schools.

Data from Table II-4 should be used with caution. While the ALISE questionnaire asked that figures be based on number of citizens and permanent residents enrolled, several schools included foreign students in their figures for the table. Schools which seem to have done so include Alabama, Delhousie, Drexel, Emporia, Florida State, Idniana, Loiusiana, Missouri, North Carolina, North Carolina-Greensboro, Northern Illinois, Oklahoma, Queens, St. Johns, Simmons, South Carolina, Southern Connecticut, and Tennessee. Two schools, North Carolina Central and Wisconsin-Milwaukee, included "Other Graduate Students" from Table II-1 with their master's total in Table II-4.

TABLE II-4-a: Summary - ALA Schools - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	N Sch Rptg	MALE							FEMALE						
		AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
MASTER'S	54	2	27	65	20	1366	9	1756	18	111	246	60	5148	13	6614
POST-MASTER'S	27	0	1	3	1	26	1	32	0	12	9	4	230	7	262
DOCTORAL	20	2	2	4	1	96	0	111	0	5	14	4	193	0	221

TABLE II-4-b: Summary - Non-ALA Schools - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	N Sch Rptg	MALE							FEMALE						
		AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
MASTER'S	4	0	0	2	1	35	3	41	0	2	15	0	196	22	235
POST-MASTER'S	1	0	0	0	0	0	0	0	0	0	0	0	3	0	3
DOCTORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE II-4-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Alabama					7		7		2	3		40		45
Albany					28		28			3		138		141
Alberta							17							61
Arizona							28							128
Atlanta		1	9				10			36		6		42
Brigham Young		1			27		28		1		1	56		58
Buffalo			2		26		28			2	2	120		124
Calif.-Berkeley	1			2	40		43	1	5	1	1	101		109
Calif.-L. A.		2	3		36		41	1	7	1	9	105		123
Columbia	1				44		45	2		6		103		111
Dalhousie							9							59
Drexel		2	1		50		53		3	3		165		171
Emory					8		8					51		51
Emporia		3			14		17		4			67		71
Florida				1	14		25		1	7	4	80		92
Hawaii			1		12		13	5	16	2		26		49
Illinois			1	1	33		35		2	3	1	115		121
Indiana					78		78			3	2	283		288
Iowa					23		23			1		57		58
Kent State					39		39		1	3	1	222		227
Kentucky			1		36		37	1		2		94		97
Long Island			3		41		44		2	5		297		304
Louisiana		1			19		20			3	1	78		82
Maryland		3	4		51		58		5	9		207		221
McGill							22							115
Michigan		1	3	1	42		47		5	2	4	191		202
Missouri					16		16		5	3	1	54	5	68
Montreal							54							116
North Carolina		2	1		34		37		5	3		82		90
NC Central		2	5		9		16	4		39		57		100
NC-Greensboro		1	1		13		15	1	2	9		84		96
Northern Illinois					9		9		5	3		51		59
North Texas State			1		32		33			2	2	101		105
Oklahoma							27							189
Peabody					6		6			1		35		36
Pittsburgh			9		127		136			8		183		191
Pratt		1	5	2	22		30		6	20	1	64		91
Queens		3	3	2	23		31		5	6	7	71		89
Rosary					25		25			1		148		149
Rutgers		1	3	2	56		62		4	8		149	1	162

TABLE II-4-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only) (cont'd.)

	MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
St. John's		1	1	1	18		21		6	4	5	47		62
Simmons		1	2		70		73		5	3	4	313		325
South Carolina		1	2		33		36			17	1	186		204
Southern Connecticut			1		23	2	26		4	2		161	4	171
Southern Mississippi					12		12			3		44		47
Syracuse			1		13		14					63		63
Tennessee					26		26		4	6		74		84
Texas				7	32		39		4	2	6	116		128
Texas Woman's					11		11			7	6	130		143
Toronto							48							149
Washington					33		33	1	1			110		112
Western Ontario							52							201
Wisc.-Madison					33		33			1		104		105
Wisc.-Milwaukee			2	1	22	7	32	2	1	3	1	119	3	129

TABLE II-4-c-(2): ALA Schools - Post-Master's Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	POST-MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Alabama												3		3
Albany									1					1
Buffalo												4		4
Calif.-Berkeley					1		1					9		9
Calif.-L. A.			1				1		1			1		2
Columbia					6		6			1		9		10
Drexel									1	1		4		6
Emory					1		1					5		5
Florida				1			1			2		1		3
Hawaii									2			5		7
Illinois					1		1		1			3		4
Indiana											1	4		5
Kent State												1		1
Long Island												4		4
NC-Greensboro												2		2
North Texas State					2		2			1		8		9
Oklahoma													7	7
Pittsburgh					3		3					5		5
Pratt			1				1				1	1		2
Rosary					1		1					3		3
Rutgers		1	1		7		9		5	1		128		134
St. John's					1		1			1		1		2
South Carolina											1	7		8
Southern Connecticut					3	1	4			1	1	10		12
Washington												2		2
Wisc.-Madison										1		8		9
Wisc.-Milwaukee									1			2		3

TABLE II-4-c-(3): ALA Schools - Doctoral Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	DOCTORAL													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Calif.-Berkeley					8		8					8		8
Calif.-L. A.					3		3					7		7
Columbia					10		10				1	28		29
Drexel		1			7		8		2			14		16
Florida	2				6		8			2	2	9		13
Illinois					3		3			1		14		15
Indiana			2		12		14					16		16
Maryland					2		2					7		7
Michigan					4		4			1		3		4
North Carolina					9		9			1		6		7
North Texas State					6		6			1		8		9
Pittsburgh			1		12		13			4		19		23
Rutgers		1					1		1					1
Simmons			1		1		2			1		10		11
Syracuse					4		4					10		10
Texas					2		2			1		5		6
Texas Woman's				1	3		4			2	1	20		23
Toronto							2							9
Western Ontario							4							6
Wisc.-Madison					4		4		2			9		1

TABLE II-4-d-(1): Non-ALA Schools - Master's Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Chicago State				1	1		2		1	9		9		19
Kutztown					4		4		1			35		36
Rhode Island					14	3	17			1		100	15	116
Wayne State			2		16		18			5		52	7	64

TABLE II-4-d-(2): Non-ALA Schools - Post-Master's Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	POST-MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Wayne State												3		3

TABLE II-4-d-(3): Non-ALA Schools - Doctoral Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

No doctoral students reported

Table II-5: Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1986, Including Foreign Students

In giving their in-state/province and out-of-state/province enrollment, 49 of the 56 responding ALA Schools reported a total in-state/province enrollment of 6,450 and a total out-of-state/province enrollment of 1,739 for a total of 8,189 students. Following is a summary by level of program.

	No. of Schools Reporting	In-State/ Province	Out-of-State/ Province
MASTER'S	49	5977	1551
POST-MASTER'S	24	243	36
DOCTORAL	16	230	152

Five Non-ALA Schools reported 249 in-state and 88 out-of-state students, for a total of 337. Following is a summary by level of program.

	No. of Schools Reporting	In-State/ Province	Out-of-State/ Province
MASTER'S	5	231	87
POST-MASTER'S	3	18	1
DOCTORAL	0	0	0

The breakdown by school is shown in Tables II-5-a and II-5-b, which follow. Two schools, North Carolina Central and Wisconsin-Milwaukee, have included "Other Graduate Students" in their figures for Tables II-5-a.

TABLE II-5-a: ALA Schools-
Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1986, including Foreign Students

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province
Alabama	30	22	3				33	22
Albany	145	37	5				150	37
Alberta	62	18					62	18
Arizona	142	23					142	23
Atlanta	31	23					31	23
Brigham Young	56	33					56	33
Buffalo	146	25	4				150	25
Calif.-Berkeley	139	22	8	2	16	6	163	30
Calif.-L. A.	167	12	3	2	8	7	178	21
Columbia	104	60	9	8	22	20	135	88
Dalhousie	47	21					47	21
Emory	35	25	5	1			40	26
Emporia	79	9					79	9
Florida	116	1		4	19	2	135	7
Hawaii	49	28	7	1			56	29
Illinois	99	75	3	7	8	17	110	99
Indiana	225	141	3	2	19	21	247	164
Iowa	67	16					67	16
Kent State	263	9					263	9
Kentucky	84	51					84	51
Long Island	328	26	4				332	26
Louisiana	77	31					77	31
Maryland	244	60			9	5	253	65
McGill	137	7					137	7
Michigan	60	197			7	4	67	201
Missouri	65	19					65	19
Montreal	163	7					163	7
North Carolina	72	55			12	4	84	59
NC Central	111	5					111	5
NC-Greensboro	105	6	2				107	6
Northern Illinois	62	6					62	6
North Texas State	127	20	11		12		150	20
Peabody	31	11					31	11
Pratt	109	17	4				113	17
Queens	107	13					107	13
Rosary	168	11	4				172	11
Rutgers	203	37	128	6	52	19	383	62
St. John's	82	2	2				84	2

TABLE II-5-a: ALA Schools -
Number of In-State/Province and Number of
Out-of-State/Province Students Enrolled, Fall Term
1986, including Foreign Students (cont'd.)

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province
Simmons	317	81			7	6	324	87
South Carolina	196	44	8				204	44
Southern Connecticut	182	14	15	1			197	15
Southern Mississippi	34	31					34	31
Tennessee	72	38					72	38
Texas	147	35		2	6	10	153	47
Texas Woman's	145	10			18	15	163	25
Toronto	181	18			7	6	188	24
Washington	111	44	2				113	44
Wisc.-Madison	110	39	10		8	10	128	49
Wisc.-Milwaukee	145	16	3				148	16

TABLE II-5-b: Non-ALA Schools -
Number of In-State/Province and Number of
Out-of-State/Province Students Enrolled, Fall Term
1986, including Foreign Students

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province
Bridgewater	38		14				52	
Chicago State	20	1					20	1
Kutztown	39	1					39	1
Rhode Island	54	79					54	79
Sam Houston			1	1			1	1
Wayne State	80	6	3				83	6

Table II-6: Foreign Students Enrolled, Fall Term 1986

Fifty-four ALA Schools reported a total of 618 foreign students enrolled at one or more levels, distributed as shown in Table II-6-a.

Four Non-ALA Schools reported a total of 7 foreign students distributed as shown in Table II-6-b.

The listing by schools is shown in Tables II-6-c (ALA Schools) and II-6-d (Non-ALA Schools). Of the ALA Schools, 35 had 1-10 foreign students, 10 had 11-20, and 9 had more than 20. The 9 schools reporting more than 20 foreign students were California-Los Angeles, Illinois, Indiana, Maryland, Pittsburgh, Rutgers, Simmons, Syracuse, and Texas.

TABLE II-6-a: Summary - ALA Schools- Foreign Students Enrolled, Fall Term 1986, by Program Level and Sex

	No. of Schools Reporting	Male	Female	Total
MASTER'S	54	145	340	485
POST-MASTER'S	11	4	15	19
DOCTORAL	21	58	56	114
TOTAL		207	411	618

TABLE II-6-b: Summary - Non-ALA Schools - Foreign Students Enrolled, Fall Term 1986, by Program Level and Sex

	No. of Schools Reporting	Male	Female	Total
MASTER'S	3	1	5	6
POST-MASTER'S	1	0	1	1
DOCTORAL	0	0	0	0
TOTAL		1	6	7

TABLE II-6-c: ALA Schools - Number of Foreign Students Enrolled, Fall Term 1986, by Program Level and Sex

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Alabama		3						3	3
Albany	4	9					4	9	13
Alberta	1	1					1	1	2
Arizona	3	6					3	6	9
Atlanta	1	1					1	1	2
Brigham Young	1	2					1	2	3
Buffalo	4	15					4	15	19
Calif.-Berkeley	3	6			1	4	4	10	14
Calif.-L. A.	1	14		2	1	4	2	20	22
Columbia	2	6		1		3	2	10	12
Dalhousie	2	2					2	2	4
Drexel	1	1			3	4	4	5	9
Emory		1						1	1
Emporia	4	3					4	3	7
Florida		3			2	1	2	4	6
Hawaii	6	8		1			6	9	15
Illinois	8	10	1	4	3	4	12	18	30
Indiana	11	19		2	5	5	16	26	42
Iowa		2						2	2
Kent State	1	5	1				2	5	7
Kentucky		1						1	1
Long Island	2	4					2	4	6
Louisiana	1	2					1	2	3
Maryland	3	22			1	4	4	26	30
McGill	1	6					1	6	7
Michigan	1	7			3	1	4	8	12
Missouri		5						5	5
Montreal	6	1					6	1	7
North Carolina	3	5					3	5	8
NC Central	2						2		2
NC-Greensboro	1	3					1	3	4
Northern Illinois		5						5	5
North Texas State	1	8			2		3	8	11
Oklahoma	1	3					1	3	4
Pittsburgh	11	21		1	14	3	25	25	50
Pratt	3	2	1				4	2	6
Queens	2	9					2	9	11
Rosary	2	3					2	3	5
Rutgers	3	13			5	1	8	14	22
St. John's		6						6	6

TABLE II-6-c: ALA Schools - Number of Foreign Students Enrolled, Fall Term 1986, by Program Level and Sex (cont'd.)

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Simmons	10	17				1	10	18	28
South Carolina		4						4	4
South Florida	1	3		1	1	3	2	6	8
Southern Connecticut	1	6					1	6	7
Southern Mississippi	3	3			3	3	6	6	12
Syracuse	22	18	1	1	5	2	28	21	49
Tennessee		4						4	4
Texas		15		2	1	7	1	24	25
Texas Woman's		1			2	4	2	5	7
Toronto		2				2		4	4
Washington	3	7					3	7	10
Western Ontario	3	3			2		5	3	8
Wisc.-Madison		10		1	4		4	11	15
Wisc.-Milwaukee	6	4					6	4	10

TABLE II-6-d: Non-ALA Schools - Number of Foreign Students Enrolled, Fall Term 1986, by Program Level and Sex

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Chicago State		1						1	1
Kutztown		1						1	1
Sam Houston				1				1	1
Wayne State	1	3					1	3	4

Table II-7: Foreign Students Enrolled, Fall 1986, by Countries of Origin and Program Level

Fifty-four ALA Schools furnished the number of foreign students enrolled in Fall Term 1986 by country of origin (according to visas) and program level (Master's, Post-Master's, Doctoral). Four Non-ALA Schools provided information.

Table II-7 lists the countries from which the students came and the number of students reported for each country. In ALA Schools, the largest number came from Taiwan (126), China (77), and Korea (53). Of the Non-ALA Schools, Chicago State, Kutztown, and Sam Houston each reported one student, while Wayne State reported four.

TABLE II-7: Number of Foreign Students Enrolled in ALA and Non-ALA Schools, Fall Term 1986, by Countries of Origin (According to Visas) and Program Level

	MASTER'S			POST-MASTER'S			DOCTORAL			TOTAL
	ALA		Non-ALA	ALA		Non-ALA	ALA		Non-ALA	
	U.S.	Can.		U.S.	Can.		U.S.	Can.		
Algeria	1						1			2
Australia	4						1			5
Bahrain		2								2
Bangladesh	2									2
Barbados	2									2
Brazil	4						3			7
Brunei	1									1
Burundi		1								1
Cameroon	2	1					1			4
Canada	8		1				1			10
China	59	1	2	3			12			77
Colombia	2									2
Costa Rica	1						1			2
Cuba	2									2
Dominican Republic	2			1						3
Ecuador	1									1
Egypt	2						2			4
El Salvador	1									1
England	3	1					4			8
Ethiopia	3						1			4
Finland		1								1
France	3									3
Germany	3									3
Ghana	2						1			3
Greece	4									4
Grenada	1									1
Guyana	1									1
Haiti	1	2								3
Hong Kong	18	1					1			20
Hungary	1			1			1			3
Iceland	1									1
India	20						2			22
Indonesia	10						2			12
Iran	7						3			10
Ireland							2			2
Israel	2									2
Italy	2	1								3
Jamaica	3									3
Japan	16			1						17
Jordan	1									1

TABLE II-7: Number of Foreign Students Enrolled in ALA and Non-ALA Schools, Fall Term 1986, by Countries of Origin (According to Visas) and Program Level (cont'd.)

	MASTER'S			POST-MASTER'S			DOCTORAL			TOTAL
	ALA		Non-ALA	ALA		Non-ALA	ALA		Non-ALA	
	U.S.	Can.		U.S.	Can.		U.S.	Can.		
Kenya	1						2			3
Korea	38		2	2			11			53
Kuwait	6						1			7
Lebanon	2			1			3			6
Malaysia	25						3			28
Mexico	2			1			2			5
Morocco	1	1					1			3
Nambia	1									1
Netherlands	2									2
New Guinea	2									2
Nigeria	2			1			5			8
Norway							1			1
Oman	1									1
Pakistan	4									4
Palestine							1			1
Philippines	2		1	1			1			5
Poland	1			1						2
Romania	2									2
Saudi Arabia	15						14			29
Scotland	1									1
Singapore	2									2
South Africa	7					1				8
Spain							1			1
Sri Lanka	3	1								4
Sweden							1			1
Taiwan	114			4			8			126
Tanzania	2	1					1			4
Thailand	10						3			13
Trinidad	1			1			1			3
Tunisia		2					1			3
Turkey	1									1
United Kingdom	2									2
United States		3								3
West Bank	1						1			2
West Indies	1									1
Yemen	1									1
Yugoslavia	1						2			3
Zambia	2			1			2			5
Zimbabwe	5	1								6

Table II-8: Students Enrolled by Age and Sex

Forty-seven ALA Schools supplied usable data for Table II-8-a, which summarizes responses to the request for information on number of students by age (as of January 1, 1987) and sex, who were enrolled in the preceding fall term. Only two Non-ALA Schools provided usable data for Table II-8-b.

TABLE II-8-a: Summary - ALA Schools -
Students Enrolled in Fall Term 1986 by Age
(as of January 1, 1987) and Sex

MALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	142	449	309	275	134	61	27	18	19	1514
Post-Master's	1	4	10	4	2	0	0	0	1	22
Doctoral	0	15	26	36	16	12	2	3	1	111

FEMALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	663	1401	1154	1071	794	403	217	105	48	5856
Post-Master's	2	18	26	32	24	10	2	1	6	121
Doctoral	10	29	59	85	66	28	14	7	1	299

TABLE II-8-b: Summary - Non-ALA Schools -
Students Enrolled in Fall Term 1986 by Age
(as of January 1, 1987) and Sex

MALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	2	5	7	1	2	1	0	0	3	21
Post-Master's	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0

FEMALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	8	25	23	43	24	12	1	3	13	152
Post-Master's	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0

Table II-9: Students by Sex and Highest Previous Degree Held

Information not requested for the 1987 survey

Table II-10: Students by Undergraduate Major, Sex, and Program Level

Information not requested for the 1987 survey

Table II-11: Scholarship Aid Awarded

The schools were asked to report the amount of scholarship aid awarded, accepted, and used by all graduate library/information science students by amount, sex, and level of program of recipient (Tables II-11-a and II-11-b). Figures used were based on awards accepted and used for the most recently completed fiscal year. Included was such scholarship/fellowship aid as awards administered directly through the school (including federal funds such as Title II-B), awards granted from other parent-institution funds, awards made through the school but from non-federal sources (such as H.W. Wilson awards), and tuition waivers (e.g., common market, in-state, out-of-state). Awards made directly to students from outside sources or through loans and work/study, or for which students must work, were excluded.

Of the 56 ALA Schools returning questionnaires in 1987, 4 supplied no usable data for Table II-11. For the remaining 52 schools, the range in reported funds was from $250 to $383,370.

Syracuse figures include 18 IRM awards amounting to $81,381. Texas stated that certain scholarship awards to non-resident students entitle them to in-state tuition rates, and the value of these tuition cuts is not included in figures reported.

Four Non-ALA Schools reported scholarship aid ranging from $264 to $8,204.

TABLE II-11-a-(1): ALA Schools - Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex

	MASTER'S					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Alabama	5	20,100.00	9	36,750.00	14	56,850.00
Albany			4	14,850.00	4	14,850.00
Alberta	1	1,970.00	7	3,920.00	8	5,890.00
Arizona	4	3,900.00	6	14,700.00	10	18,600.00
Atlanta	3	2,400.00	19	40,280.00	22	42,680.00
Brigham Young	17	6,725.00	42	10,775.00	59	17,500.00
Buffalo	1	9,000.00	1	9,000.00	2	18,000.00
Calif.-Berkeley	6	28,847.00	18	54,706.50	24	83,553.50
Calif.-L. A.	1	250.00	15	32,922.00	16	33,172.00
Columbia	8	58,140.00	31	325,230.00	39	383,370.00
Dalhousie	4	4,986.00	21	36,640.00	25	41,626.00
Drexel	4	14,500.00	15	64,860.00	19	79,360.00
Emory	13	40,369.00	73	180,878.00	86	221,247.00
Emporia	1	600.00	5	1,800.00	6	2,400.00
Florida	1	6,000.00	1	4,000.00	2	10,000.00
Hawaii	8	52,696.00	37	107,409.00	45	160,105.00
Illinois			7	29,000.00	7	29,000.00
Indiana	42	33,359.00	153	112,891.00	195	146,250.00
Iowa	6	9,818.00	15	15,488.00	21	25,306.00
Kent State			2	11,000.00	2	11,000.00
Kentucky	4	9,650.00	16	26,564.00	20	36,214.00
Long Island	2		1		3	24,940.00
Louisiana	2	1,750.00	5	7,250.00	7	9,000.00
Maryland	14	20,996.00	30	69,410.00	44	90,406.00
Michigan	18	66,499.00	47	150,724.00	65	217,223.00
Missouri	3	9,091.00	7	11,015.00	10	20,106.00
North Carolina	2	4,000.00	13	23,350.00	15	27,350.00
NC Central	5	5,030.00	17	16,707.50	22	21,737.50
NC-Greensboro			2	1,500.00	2	1,500.00
North Texas State	1	200.00	1	200.00	2	400.00
Oklahoma	2	763.92	20	3,054.42	22	3,818.34
Peabody	4	26,250.00	12	75,750.00	16	102,000.00
Pittsburgh	10	10,946.00	13	28,903.00	23	39,849.00
Pratt	1	1,700.00	10	14,060.00	11	15,760.00
Queens	2	8,300.00	6	17,100.00	8	25,400.00
Rosary	3	2,000.00	21	30,750.00	24	32,750.00
Rutgers	2	2,000.00	7	7,006.00	9	9,006.00
St. John's	2	11,600.00	2	10,500.00	4	22,100.00
Simmons	16	18,645.00	41	76,350.00	57	94,995.00
South Carolina			5	5,700.00	5	5,700.00
South Florida	4		6	00.00	10	18,212.00
Southern Connecticut			1	250.00	1	250.00

TABLE II-11-a-(1): ALA Schools - Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex (cont'd.)

	MASTER'S					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Southern Mississippi			1	4,000.00	1	4,000.00
Syracuse	11	58,267.00	18	80,437.00	29	138,704.00
Tennessee			3	26,400.00	3	26,400.00
Texas	8	2,289.00	31	26,895.00	39	29,184.00
Texas Woman's			16	11,600.00	16	11,600.00
Toronto	10	47,650.00	36	160,293.00	46	207,943.00
Washington	4	8,262.00	22	38,484.00	26	46,746.00
Western Ontario	5	2,150.00	8	6,600.00	13	8,750.00
Wisc.-Madison			15	12,006.00	15	12,006.00
Wisc.-Milwaukee	1	8,556.00	6	40,380.00	7	48,936.00

TABLE II-11-a-(2): ALA Schools - Post Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex

	POST-MASTER'S					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Buffalo			1	9,000.00	1	9,000.00
Columbia	1	17,400.00	2	34,800.00	3	52,200.00
Emory	2	3,100.00	14	13,308.00	16	16,408.00
Pratt			1	1,000.00	1	1,000.00
Texas			1	200.00	1	200.00
Wisc.-Madison	3	9,200.00	10	16,000.00	13	25,200.00

TABLE II-11-a-(3): ALA Schools - Doctoral Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex

	DOCTORAL					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Calif.-Berkeley	3	7,038.50	3	10,879.25	6	17,917.75
Calif.-L. A.	2	4,598.00	3	9,221.00	5	13,819.00
Columbia			2	3,420.00	2	3,420.00
Drexel	1	17,000.00	1	3,000.00	2	20,000.00
Florida			1	6,000.00	1	6,000.00
Illinois	1	6,000.00	2	11,000.00	3	17,000.00
Indiana	8	18,452.00	10	8,010.00	18	26,462.00
Maryland	1	284.00	2	7,740.00	3	8,024.00
Michigan	2	4,500.00	3	11,688.00	5	16,188.00
North Carolina	1	4,000.00	3	8,500.00	4	12,500.00
North Texas State	2	3,381.00	2	9,300.00	4	12,681.00
Pittsburgh	1	5,505.00	4	17,280.00	5	22,785.00
Rutgers			1	5,458.00	1	5,458.00
Syracuse	4	29,750.00	4	26,080.00	8	55,830.00
Texas	2	400.00	2	400.00	4	800.00
Texas Woman's			4	6,900.00	4	6,900.00
Toronto	1	11,640.00	8	64,320.00	9	75,960.00
Western Ontario	2	1,600.00			2	1,600.00

TABLE II-11-b-(1): Non-ALA Schools - Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex

	MASTER'S					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Chicago State			2	2,500.00	2	2,500.00
Rhode Island			1	264.00	1	264.00
Sam Houston			1	500.00	1	500.00
Wayne State	2	2,102.00	3	6,102.00	5	8,204.00

Table II-11-b-(2): Non-ALA Schools - Post-Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex

No post-master's awards reported.

Table II-11-b-(3): Non-ALA School - Doctoral Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1985-86, by Amount and Sex

No doctoral awards reported.

Table II-12: Assistantships Awarded

Each school was asked to report for 1985-86 the number of assistantships awarded, or for which the school selected the recipient, by level of program, sex, and amount of award per year (including stipend and tuition, if applicable). Also requested was the average number of hours of work per week required of a recipient. For this figure some schools gave a range.

Fifty ALA Schools reported a total of 271 men and 737 women holding assistantships in the master's programs. Six ALA Schools reported awarding assistantships to 2 men and 13 women in the post-master's programs. ALA Schools awarded assistantships to 34 men and 58 women in doctoral programs.

Holders of awards at Dalhousie are required to work 6 hours a week during one of the two terms of the academic year in which they hold the appointment. Long Island awards credit rather than money. Six of the Syracuse assistantships were held by students in the IRM program.

Five Non-ALA Schools reported awards of assistantships to 5 men and 11 women in master's programs. The Non-ALA Schools reported no assistantships awarded to individuals in post-master's or doctoral programs.

TABLE II-12-a-(1): ALA Schools - Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Alabama	5	18	14,000.00	50,400.00	10.00
Albany	5	9	45,500.00	100,400.00	
Alberta	2	8	2,356.00	9,424.00	2.00
Arizona		3		7,500.00	20.00
Brigham Young	8	12	10,600.00	12,900.00	10.00
Buffalo	2	12	11,600.00	68,100.00	20.00
Calif.-Berkeley	7	12	7,438.81	14,012.92	10.00
Calif.-L. A.	2	7	3,195.00	11,183.00	10.00
Dalhousie	3	20	4,236.00	28,240.00	
Drexel	5	24	18,140.00	241,528.00	20.00
Emory	6	31	12,560.00	47,460.00	12.00
Emporia	5	7	17,155.00	18,640.00	20.00
Florida	18	48	15,601.00	36,322.00	12.00
Hawaii	3	16	4,320.00	23,040.00	10.00
Illinois	6	18	11,703.60	348,226.30	10.00
Indiana	6	16	36,679.00	105,987.00	14.00
Iowa	5	4	15,233.00	16,571.00	
Kent State	3	7	9,367.00	23,108.00	10.00
Kentucky	4	22	14,028.00	78,941.00	15.00
Long Island	2	9	4,704.00	14,112.00	6.00
Louisiana	56	105	187,505.24	346,921.58	
Maryland	8	10	78,140.00	81,030.00	20.00
Michigan	3	19	3,003.00	10,803.00	7.00
Missouri	4	6	15,812.00	21,845.00	20.00
North Carolina	15	63	56,738.00	234,161.00	16.00
NC Central		1		2,200.00	
NC-Greensboro	1	8	2,500.00	13,525.00	13.90
Northern Illinois		4		11,025.00	15.00
North Texas State		5		2,578.00	20.00
Oklahoma	1	2	900.00	3,600.00	10.00
Peabody	1	3	4,500.00	16,500.00	20.00
Pittsburgh	32	62	115,605.00	236,715.00	20.00
Pratt	9	22	11,920.00	22,400.00	12.00
Rosary		6		3,905.00	10.00
Rutgers	3	3	18,900.00	18,900.00	15.00
St. John's	2	8	19,176.00	76,704.00	15.00
San Jose	1	8	1,537.50	18,450.50	15.00
South Carolina	8	23	20,000.00	59,000.00	13.00
South Florida	2	2	5,100.00	5,100.00	10.00
Southern Connecticut	2	4	1,800.00	7,200.00	20.00
Southern Mississippi	4	12	7,700.00	27,300.00	15.00
Syracuse	3	5	18,650.00	22,600.00	20.00

TABLE II-12-a-(1): ALA Schools - Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient (cont'd.)

	MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Tennessee	3	7	13,400.00	22,600.00	10.00
Texas	3	3	15,000.00	9,237.00	20.00
Texas Woman's		1		4,291.00	20.00
Toronto	1	1	2,721.00	2,721.00	5.00
Washington	5	14	4,792.00	12,628.00	8.00
Western Ontario	4	12	9,907.80	24,066.90	5.00
Wisc.-Madison	1	3	4,906.00	8,028.00	
Wisc.-Milwaukee	2	12	6,450.00	47,150.00	15.00

TABLE II-12-a-(2): ALA Schools - Post-Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	POST-MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Calif.-Berkeley		6		11,287.81	7.00
Columbia	2	1	28,800.00	14,400.00	15.00
Florida		3		1,960.00	12.00
South Carolina		1		2,500.00	10.00
Texas		1		3,500.00	20.00
Wisc.-Madison		1			20.00

TABLE II-12-a-(3): ALA Schools - Doctoral Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	DOCTORAL				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Calif.-Berkeley	4	5	30,090.24	11,520.18	12.00
Calif.-L. A.	1	2	1,597.00	3,195.00	10.00
Columbia		1		14,400.00	15.00
Drexel	1	4	8,600.00	32,800.00	20.00
Florida	1	1	520.00	1,590.00	12.00
Illinois	2	5	5,847.99	18,786.17	20.00
Maryland	2	3	21,260.00	17,139.00	18.00
Michigan	1	1	330.00	1,607.00	7.00
North Carolina	3	5	12,750.00	12,250.00	16.00
Pittsburgh	9	10	71,565.00	44,040.00	20.00
Rutgers	4	3	29,440.00	22,480.00	15.00
Syracuse	1	3	5,200.00	15,600.00	20.00
Texas	1	2	6,695.00	12,695.00	20.00
Texas Woman's		3		11,227.00	20.00
Toronto	1	4	913.00	3,337.00	3.00
Western Ontario	2	2	8,492.40	14,154.00	10.00
Wisc.-Madison	1	4	6,834.00	13,509.00	

TABLE II-12-b-(1): Non-ALA Schools - Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Bridgewater	1				20.00
Chicago State		1			20.00
Kutztown	1		4,000.00		20.00
Sam Houston		1		2,610.00	20.00
Wayne State	3	9	17,483.00	52,498.00	20.00

Table II-12-b-(2): Non-ALA Schools - Post-Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

No post-master's awards reported.

Table II-12-b-(3): Non-ALA Schools - Doctoral Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1985-86, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

No doctoral awards reported.

Table II-13: Amount of Tuition and Fees for a Complete Program

Responses are shown in Tables II-13-a (ALA Schools) and II-13-b (Non-ALA Schools) to the request for information on the total amount of tuition and fees required to obtain degrees or certificates at various program levels, full-time without transfer credit. Figures were based on tuition and required fees as of Fall Term 1986. Fees for individual courses (such as extra charges for using terminals) and lab fees were to be excluded.

Syracuse indicated that the cost of the IRM Degree is $14,307. The reports from McGill and Toronto reflect tuition and fees charged foreign students in lieu of out-of-state/province figures.

In response to the question regarding tuition per credit hour, flat rates for six semester hours were reported by all the schools in Texas (North Texas State, Texas, Texas Woman's University, Sam Houston). Emory indicated variation in per-credit cost in summer terms. Rhode Island reported a reduced rate for Regional students.

TABLE-II-13-a-(1): ALA Schools - Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour

	MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Alabama	1,956.00	4,197.00	63.00	124.00
Albany	2,720.00	4,701.00	90.00	156.00
Alberta	2,040.00	3,865.00	34.75	72.98
Arizona	1,710.00	4,564.00	60.00	60.00
Atlanta	6,250.00	6,250.00	170.00	170.00
Brigham Young	1,350.00	2,025.00	137.00	206.00
Buffalo	2,690.00	3,863.00	90.00	133.00
Calif.-Berkeley	1,406.50	3,816.00		
Columbia	13,680.00	13,680.00	380.00	380.00
Dalhousie	3,500.00	6,900.00		
Drexel	12,360.00	12,360.00	202.00	202.00
Emory	11,682.00	11,682.00	385.00	385.00
Emporia	2,466.00	4,966.00	43.00	84.65
Florida	2,183.48	6,492.68	57.46	170.86
Hawaii	582.80	2,037.85	47.00	168.00
Illinois	3,209.00	8,109.00		
Indiana	2,655.00	7,921.92	73.75	201.75
Iowa	1,922.00	4,532.00	184.00	184.00
Kent State	2,984.50	5,234.50	109.25	184.25
Kentucky	1,897.00	5,341.00	72.00	212.00
Long Island	7,300.00	7,300.00	196.00	196.00
Louisiana	2,105.00	5,145.00	195.00	305.00
Maryland	3,132.00	5,544.00	87.00	154.00
McGill	1,326.00	10,740.00	19.00	193.33
Michigan	6,348.00	13,200.00	289.00	543.00
Missouri	2,273.00	6,161.00	63.00	171.00
Montreal	1,100.00	11,600.00	17.50	195.00
North Carolina	1,700.00	8,308.00	60.00	478.00
NC Central	795.00	4,043.00	51.00	457.00
NC-Greensboro	444.00	1,904.00	60.00	425.00
Northern Illinois	836.00	1,976.16	66.25	161.25
North Texas State	1,148.00	4,892.00	100.00	120.00
Oklahoma	1,480.40	4,378.45	33.90	114.40
Peabody	9,900.00	9,900.00	275.00	275.00
Pittsburgh	5,940.00	11,880.00	165.00	330.00
Pratt	10,099.00	10,099.00	290.00	290.00
Queens	2,546.80	3,846.80	82.00	136.00
Rosary	7,540.00	7,540.00	205.00	205.00
Rutgers	3,595.00	5,039.00	108.00	155.00
St. John's	7,200.00	7,200.00	200.00	200.00

TABLE II-13-a-(1): ALA Schools - Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour (cont'd.)

	MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Simmons	10,146.00	10,146.00	281.00	281.00
South Carolina	3,096.00	3,096.00	86.00	86.00
Southern Connecticut	1,847.00	3,817.00	94.00	94.00
Southern Mississippi	1,981.00	3,163.00		
Syracuse	8,879.00	8,879.00	246.00	246.00
Tennessee	1,592.00	2,872.00	58.00	129.00
Texas	1,095.84	4,839.84	100.00	120.00
Texas Woman's	1,332.00	5,696.00	100.00	120.00
Toronto	1,481.25	6,803.25		
Washington	4,638.00	11,550.00	109.00	275.00
Western Ontario	2,023.42	7,831.42		
Wisc.-Madison	1,128.00	3,383.50	141.00	423.00
Wisc.-Milwaukee	3,467.00	10,233.00	169.00	451.00

TABLE-II-13-a-(2): ALA Schools - Post-Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour

	POST-MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Albany	2,720.00	4,701.00	90.00	156.00
Atlanta	5,200.00	5,200.00	170.00	170.00
Buffalo	2,150.00	3,185.00	90.00	133.00
Calif.-Berkeley	1,406.50	3,816.00		
Columbia	11,400.00	11,400.00	380.00	380.00
Drexel	6,588.00	6,588.00	202.00	202.00
Emory	9,350.00	9,350.00	385.00	385.00
Florida	1,723.80	5,125.80	57.46	170.86
Hawaii	582.80	2,037.85	47.00	168.00
Illinois	3,209.00	8,109.00		
Indiana	2,212.50	6,053.00	73.75	201.75
Kent State	2,377.00	4,177.00	109.25	184.25
Long Island	6,000.00	6,000.00	196.00	196.00
NC-Greensboro	444.00	1,904.00	60.00	425.00
North Texas State	764.00	3,260.00	100.00	120.00
Oklahoma	1,277.00	3,692.00	33.90	114.40
Peabody	8,250.00	8,250.00	275.00	275.00
Pittsburgh	5,940.00	11,880.00	165.00	330.00
Pratt	8,070.00	8,070.00	290.00	290.00
Rosary			205.00	205.00
Rutgers	2,918.00	4,046.00	108.00	155.00
South Carolina	2,580.00	2,580.00	86.00	86.00
Southern Connecticut	1,333.00	3,303.00	94.00	94.00
Syracuse	8,879.00	8,879.00	246.00	246.00
Texas	1,095.84	4,839.84	100.00	120.00
Wisc.-Madison	1,128.00	3,383.50	141.00	423.00
Wisc.-Milwaukee	2,311.00	6,822.00	169.00	451.00

TABLE II-13-a-(3): ALA Schools - Doctoral Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour

	DOCTORAL			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Buffalo	6,450.00	9,555.00	90.00	133.00
Calif.-Berkeley	1,406.50	3,816.00		
Columbia	11,400.00	11,400.00	380.00	380.00
Drexel	10,340.00	10,340.00	202.00	202.00
Florida	1,838.72	5,467.52	57.46	170.86
Illinois	4,144.00	12,868.00		
Indiana	4,425.00	12,105.00	73.75	201.75
Maryland	5,220.00	9,240.00	87.00	154.00
Michigan	6,348.00	13,200.00	289.00	543.00
North Carolina	1,700.00	8,308.00	60.00	478.00
North Texas State	2,296.00	9,784.00	100.00	120.00
Pittsburgh	7,920.00	15,840.00	165.00	330.00
Rutgers	7,914.00	11,400.00	108.00	155.00
Simmons	10,146.00	10,146.00	281.00	281.00
Syracuse	19,188.00	19,188.00	246.00	246.00
Texas Woman's	1,824.00	7,440.00	100.00	120.00
Toronto	1,481.25	6,803.25		
Western Ontario	4,046.84	15,662.84		
Wisc.-Madison	1,128.00	3,383.50	141.00	423.00

TABLE II-13-b-(1): Non-ALA Schools - Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour

	MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Bridgewater			60.00	70.00
Chicago State	2,200.00	6,600.00	96.50	197.50
Kutztown	2,501.00	2,774.00	89.00	99.00
Rhode Island	2,118.50	4,176.50	92.00	257.25
Sam Houston	980.00	4,400.00	100.00	120.00
Wayne State	3,072.00	6,528.00	82.00	178.00

TABLE II-13-b-(2): Non-ALA Schools - Post-Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour

No figures reported for post-master's students.

Table II-13-b-(3): Non-ALA Schools - Doctoral Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1986 by Residency Status, and Tuition per Credit Hour

No figures reported for doctoral students.

CURRICULUM

By
Daniel D. Barron

This chapter contains reports and summaries of the data on curriculum as reported by the responding schools for the 1985-1986 academic year.

The abbreviations used in the tables are: "ALA-ACC" which is used to designate schools which have master's degree programs accredited by the American Library Association (ALA) and "Not-ACC" which is used to designate schools which do not have master's degree programs accredited by ALA. In many of the lists, an "*" is used also to indicate those schools which do not have master's degree programs accredited by ALA.

The tables and charts contain data as reported by the individual schools. For those schools on the quarter system, the notation (QH) will be used. Some schools have indicated that "units" or "courses" are used as guidelines for degree requirements, in which case, these are indicated as the respondents reported them. Following each table will be listed any specific information which do not lend themselves to the general reporting pattern of the table but need to be available to the reader.

A total of 64 schools reported this year as compared to 63 last year. Of these, 57 questionnaires were received from schools which have master's degree programs accredited by the American Library Association.

All of the questionnaires received were usable; however, for a number of unidentified reasons, respondents, in some instances, did not complete each item; therefore, the totals in all tables may not always add up to the 64 received.

Academic Year Division

Table III.1 presents a summary of the data related to the division of the academic year as reported by the respondents.

Table III.1: Academic Year Division
1985-1986

Division	ALA-ACC	Not-ACC	Total
Semester	51	7	58
Quarter	3	0	3
Trimester	3	0	3
Total Schools Reporting	57	7	64

Table III.2 contains data related to the academic year division by individual schools. Trimester systems are indicated with a "T" preceding the number of weeks in the "Trimester/Semester" column. The summer terms are described by combining the number of sessions with the number of weeks in each session (No/Wks) where "No"=number of sessions and "Wks"=number of weeks in the sessions.

Table III.2: Numbers of Weeks Per Term, 1985-1986

Schools	Trimester Semester	Quarter	Summer (No/wks)	Total Weeks
Alabama	15		2/5	40
Albany	15		1/6	36
Alberta	13		2/6	38
Arizona	15		2/5	40
Atlanta	15		1/8	38
*Bowling Green	16		2/5	42
*Bridgewater	15		2/5	40
Brigham Young	T15		2/8	46
British Columbia	13		2/3	32
Buffalo	16		2/6	44
Calif.Berkeley	15		1/8	38
Calif.LA		10	2/3,6,or10	
*Chicago State	17		2/5	44
Columbia	14		1/6	34
Dalhousie	15		2/3	36
Drexel		11	1/11	44
Emory	16		1/8	40
Emporia State	17		1/6 1/3	43
Florida State	15		1/13	43
Hawaii	15		4/3	42
Illinois	16		1/8	40
Indiana	15		1/6 1/8	44
Iowa	16		1-8	40
Kent	15		1/8 2/5	48
Kentucky	15		1/8 1/4	42
*Kutztown	15		2/5	40
Long Island	15		3/5	45
Louisiana	15		1/9	39
Maryland	15		2/6	42
McGill	14		2/3	34
Michigan	T15		2/7.5	45
Missouri	16		2/4	40
Montreal	15		0	30
North Carolina	16		2/5	42
N.Carolina Central	15		2/6	42
N.Carolina-Greensboro	16		2/5.5	43
Northern Illinois	16		1/8	40

Table III.2: Numbers of Weeks Per Term, 1985-1986 (cont.)

Schools	Trimester Semester	Quarter	Summer (No/wks)	Total Weeks
North Texas	16		2/5.5	43
Oklahoma	16		1/8	40
Peabody	15		2/4	38
Pittsburgh	15		2/7.5	45
Pratt	15		2/6	42
Queens	15		1/6	36
*Rhode Island	15		2/5 1/10	50
Rosary	15		1/6 1/8	44
Rutgers	16		2/3	38
St. John's	14		1/5	32
San Jose	16		2/3 or 2/6	38/44
*Sam Houston	15		2/6	42
Simmons	14		1/7	35
South Carolina	15		2/5	40
South Florida	15		1/10	40
Southern Conn.	16		2/5	42
Southern Miss.	16		1/10	42
Syracuse	15		2/6	42
Tennessee	12		1/10.5 2/4.5	55.5
Texas	15		2/5.5	41
Texas Woman's	16		2/5	42
Toronto	13		1/6	32
Washington		10	2/4.5	39
*Wayne State	15		2/7	44
Western Ontario	T14		0	42
Wisc.Madison**	16		2/4	51
Wisc.Milwaukee	16		2/6	44

*School with a master's program not accredited by the ALA

**Wisc.Madison also has a three-week and an eight-week session between spring and summer semesters.

Degree Programs and Credit Hour Requirements

In this section the various degree programs are described. These include undergraduate, both major as well as minor degree requirements, and graduate programs.

Undergraduate

A total of eleven schools with accredited programs and two schools with programs not ALA accredited reported having undergraduate majors in library and/or information science. An undergraduate minor is offered in fourteen schools with accredited programs and in four schools without ALA accredited programs. The number of hours required by each school is found in Table III.3 and Table III.4.

Table III.3: Undergraduate Major Degree Requirements, 1985-1986

Number of Hours	Schools
18	Maryland (Lib Sci)
18-22	Missouri (Lib Sci)
22	Texas Woman's (+8 in a related area)
24	North Texas (Lib Sci & Info Sci)
25	Southern Miss
30	Pittsburgh (Info Sci)
	Southern Conn.
	Syracuse (Info Studies)
32	Florida State
33	Southern Miss (School Certification)
43	*Bowling Green
55	*Kutztown
60	Drexel (Info Sci)

Table III.4: Undergraduate Minor Degree Requirements, 1985-1986

Number of Hours	Schools
18	Albany (Lib Sci & Info Sci)
	Indiana (Lib Sci)
	Northern Illinois (Lib Sci)
	North Texas
	Southern Conn (Lib Sci)
	Southern Miss
	Syracuse (Info Studies)
	Texas Woman's
	*Bridgewater
20	*Wayne
21	*Bowling Green (and 30)
	Buffalo
	Drexel (QH) (Info Sci)
	Illinois
26-32	Wisc.Madison (24 + 2-8 hr. practicum)
30	Pittsburgh
	Montreal (Archives/Records Management)
35	*Kutztown

Master's Degree

Table III.5 contains data related to the master's degree. All schools report having a master's degree program.

Table III.5: Master's Degree Program Requirements, 1985-1986

Number of Hours	Schools	
28	Calif.Berkeley	
30	Emory (MA)	
	*Bridgewater (+ practicum)	
	Northern Illinois	
33	Iowa	
	*Bowling Green	
34	Oklahoma (MA)	
35	*Kutztown	
36	Alabama	Oklahoma (MLIS)
	Albany	Peabody
	Atlanta	Pittsburgh
	Buffalo	Pratt
	Case Western	Queens
	Clarion	*Rhode Island
	Columbia	Rosary
	Emporia	Rutgers
	Hawaii	*Sam Huston
	Indiana	St. John's
	Kent	Simmons
	Kentucky	South Carolina
	Long Island	South Florida
	Maryland	Southern Conn.
	Michigan	Syracuse (MLS)
	Missouri	Texas
	N.Car.Central	Texas Woman's (MA & MLS)
	N.Car.Greensboro	*Wayne
	North Texas	Wisc.Madison
		Wisc.Milwaukee
37	Louisiana	
38	Arizona	
	Brigham Young	
	Florida State	
	San Jose	
40	Emory (MLn)	
	Illinois	
41	Southern Miss	
42	Washington	
48	Alberta (+ 4 lab hours)	
	Drexel (48-60 QH)	
	North Carolina	
51	Tennessee (QH)	
53	Montreal	
54	McGill	
	Syracuse (IRM)	
63	Washington (QH)	
72	Calif. LA (QH)	

Alberta indicates that 13 single courses plus a thesis or 15 single courses and a project plus 4 lab hours for either are required
British Columbia indicates that 30 units or 789 hours of instruction are required
Chicago indicates that 15 courses are required beyond the BA
Dahlhousie
Emporia indicates 8 hours of prerequisites
Northern Illinois requires 9 prerequisites
Toronto indicates that 16 half courses are required
Western Ontario indicates that 15 courses are required

Post-Master's

A variety of labels are offered for the degree which follows the master's, but thirty-six schools indicate that they offer a "post" master's degree. Table III.6 presents the data related to the hours required by each school for this degree.

Table III.6: Post-Master's Degree Program Requirements, 1985-1986

Number of Hours	Schools	
12	Texas (Certificate to MLIS)	
15	Hawaii	
15-30	Rosary	
20	Calif.Berkeley	
24	Kent	Rutgers
	North Texas	St. John's
	Pittsburgh(CAS/LS&IS)	Wisc.Madison
		Wisc.Milwaukee
30	Alabama	Oklahoma
	Albany	Peabody
	Atlanta	Queens
	*Bowling Green	
	Buffalo	Rhode Island
	Columbia	South Carolina
	Emory	Southern Conn
	Florida State	Texas (5th year)
	Indiana	*Wayne
	Long Island	
32	*Bridgewater	
	Drexel (QH)	
34	Pittsburgh (in LS and IS)	
36	Calif. LA (QH)	
	South Florida	
	Syracuse	
40	Illinois	

Chicago requires 9 courses beyond the MA in Library Science
Chicago State indicates that 11 courses are required
Pratt requires 10 courses

Texas requires 30 for certificate of 5th year and 12 for endorsement of specialization to MLIS
Western Ontario requires 8 courses

Doctoral

In Table III.7, the requirements of the fifteen schools which offer the doctoral program are presented. No school without and ALA accredited program offers the doctoral degree.

Table III.7: Doctoral Degree Program Requirements, 1985-1986

Number of Hours	Schools
30-36	North Carolina
42	Columbia
50	Texas (but varies)
54	Pittsburgh (in LS or IS)
59	Michigan
60	Buffalo (+ an MLS)
	Drexel (QH)
	North Texas
	Rutgers
	Simmons
72	Maryland (12 hrs. diss. included)
78	Syracuse
80	Illinois
90	Indiana
	Texas Woman's (beyond AB)

California, LA indicates that no specified number of hours are required
Chicago indicates that continuous registration is required until the degree is received
Michigan indicates that 36 of the 59 must be in formal course work
Toronto indicates that a two-year, full-time minimum is required
Wisconsin-Madison indicates no specific credit requirement, but residence for one full-time academic year (9 credits) of study is required
Western Ontario indicates that 10 courses are required
Wisconsin-Milwaukee indicates that the school participates in a multidisciplinary Ph.D. program administered by the Graduate School

Summary

Table III.8 contains a summary of all of the degree requirements for all programs as reported by the respondents.

Table III.8: Degree Requirements for all Programs, by School, 1985-1986

School	Undergraduate Major	Minor	Master's	Post-Master's	PH.D.
Albany		18	36	30	
Alberta			13 or 15 courses		
Arizona			38		
Atlanta			36	30	
*Bowling Green	33	18	36		
*Bridgewater		21	33	33	
Brigham Young			38		
British Columbia			30 units		
Buffalo			36	30	60+ML
Calif.Berkeley			28	20	
Calif.L.A.			72 (QH)	36	unspecified
Case Western			36		78+AB
*Chicago State			11 courses		
Clarion	30		36		
Columbia	36		36	30	42
Dalhousie			19 courses		
Drexel			40	21	varies
Emory			30 MA/40MLn	30	
Emporia			36-44		
Florida State			38	30	
Hawaii			36	15	
Illinois		21	40	40	80
Indiana		18	36	30	90
Iowa			33		
Kent			36	24	
Kentucky			36		
*Kutztown	55	35	35		
Long Island			36		
Louisiana			37		
Maryland	18		36		72
McGill			54		
Michigan			36		59
Missouri	18-22		36		
Montreal		30	49-50		
North Carolina			48		36
N.Carolina Central		18-24	36		
N.Carolina-Greensboro			36		
Northern Illinois		18	39		
North Texas	24	18	36	24	60
Oklahoma			34 MA/36 MLIS	30	
Peabody			36	30	
Pittsburgh	30 (IS)		36 (IS &LS	24 (CAS-IS&LS)	54 (IS &LS)

Table III.8: Degree Requirements for all Programs, by School, 1985-1986 (cont.)

School	Undergraduate		Master's	Post-Master's	Ph.D
	Major	Minor			
Pratt			36	30	
Queens			36	30	
Rhode Island			36	30	
Rosary			36	15-30	
Rutgers			36	24	60
St. John's			36	24	
*Sam Houston			36		
San Jose			38		
Simmons			36		60
South Carolina			36	30	
South Florida			36	36	
Southern Conn	30	18	36	30	
Southern Miss	25	18	41 33 (School Library Media)		
Syracuse	30	18	36 MLS/54 IRM	36	78
Tennessee			34		
Texas			36	30	50
Texas Woman's	22	18	36 MA/39 MLS		90+AB
Toronto			16 half courses		2 yrs.
Washington			42		
Wayne State		20	36	30	
Western Ontario			15 courses	8 courses	
Wisc.Madison		32	36	24	
Wisc.Milwaukee			36	24	

Joint Programs

Table III.9 contains data related to joint degree programs. These are programs which the Library and Information Science program shares with one or more other academic disciplines or other units in the institution. In some instances, joint degree programs are reported between institutions as well within the parent institution.

Table III.9: Joint Degree Program Requirements, 1985-1986

Schools	No. Hours in Lib/Info Sci	No. Hours in Other Discipline	Other Discipline
Brigham Young	38	90	Law
British Columbia	30 units	30 units	Archival Std.
Buffalo	36	30	Music
	18	42	Higher Ed.
	30	81	Law
Calif.Berkeley	na	na	Law
			Near East Std.
			History of Art
Calif.LA	18	24	Management+
	18	12	History
	18	12	Latin Am. Std.
Columbia	36	na	East Asian
			Russian Std.
Emory	30	28	History of Art
	30	24	History
	30	33	English
Emporia	36	30-36	History
	36	30	Music
	36	35	Business
Indiana	30	20-24	Compar. Lit.
	30	20-24	History
	30	25-30	Music
	30	9-12	Chemistry
	30	21	Journalism
	31	36	Public Admin.
	30	20-24	Hist/Phil. Sci.
	30	10-11	Info. Systems
	30	31	Fine Arts
Iowa	27	33-51	Business
Kent	27	12-13	Education
Louisiana	55 total	12 cross list	Computer Sci.
Maryland	24	30	History
	24	32	Geography
Pratt	36	85	Law
	36	18	Computer Sci.
Oklahoma	27	36	Business
	27	30	Education
Pittsburgh	36	?	Divinity
	18	?	Agriculture
*Rhode Island	30	24	History
	27-30	27-30	Public Admin.
Rosary	30	2 1/2 yrs	Divinity
	30	27	Business
	30	6	BA/MALS
	30	2-4 yrs	Public Hist.
	30	1 year-12 units	Music

Table III.9: Joint Degree Program Requirements,1985-1986 (cont.)

Schools	No. Hours in Lib/Info Sci	No. Hours in Other Discipline	Other Discipline
Rutgers	30	24	Spanish
	30	30	Ed.-Reading
St. John's	33	30	Pharmacology
South Carolina	27	28	English
	27	27	History
Southern Conn	36	30	Chemistry
	36	30	English
	36	30	History
	36	30	Instruct Tech.
	36	86	Law
Southern Miss	33	24	History
Syracuse	MLS	JD	Law
Toronto	6 half courses	1 full course	Education
Washington	34	11	Law
Wisc.Madison	12	12	Public Admin.
Wisc.Milwaukee	30	18	Geography
	30	18	History
	30	24	Music
	30	24	Urban Affairs

+Calif.LA programs administered jointly by both schools. Students may satisfy requirements simultaneously.

Pratt offers a JD with Brooklyn Law School and a Data Processing Certificate with a M.S.

Southern Conn offers a joint program with the University of Conn School of Law

Part-Time Coursework

One school indicated that they do not accept part-time undergraduate students and three schools indicated that they do not accept doctoral students on a part-time basis. With those exceptions, and the qualifications given below, all programs permit part-time students to complete coursework. One program indicated that doctoral students must complete one year in residence; one that students must be in residence for two consecutive semesters; and a third that two semesters of residency, which may or may not be consecutive, are required. One program indicated that master's degree students must be full-time students only during their second year of course work, one requires full-time participation in two semesters the first of which must be the fall, and a third requires students to complete two consecutive semesters as a full-time student.

Maximum and Minimum Times for Completion of Program

Tables III.10 through III.12 contain data related to the maximum and minimum times allowed for completion of degree programs. The minimum time ranges from nine to twenty months for the master's, eight to twelve months for the post-master's, and nine to thirty-six months for the doctoral degree.

A maximum of time allowed for completing the degree ranges from two to eight years for the master's, three to ten for the post-master's, and four to fourteen years for the doctoral degree.

Table III.10: Minimum Time for Completion of Programs, by Number of Schools, 1985-1986

No. of	Master's		Post-Master's		Doctorate	
Months	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC
8			2			
9	2		12		1	
10	3		3			
10.5	1		3			
11	3	1	1	1		
12	35	3	6	1	1	
14	1					
15	3					
16	3					
18	2				2	
20	2					
24		1			5	
30					2	
36					5	

Table III.11: Maximum Time for Completion of Programs, by Number of Schools, 1985-1986

No. of	Master's		Post-Masters's		Doctorate	
Years	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC
2	1					
3	3		3			
4	4	1	4	1		
5	15		8		3	
6	22	6	8		4	
7	6		3		4	
8	3				1	
9					3	
10	1		1		1	
14					1	

Table III.12: Minimum and Maximum Times to Complete Programs, by Schools, 1985-1986

Schools	Master's Minimum [months]	Master's Maximum [years]	Post-Master's Minimum [months]	Post-Master's Maximum [years]	Doctorate Minimum [months]	Doctorate Maximum [years]
Alabama	12	6	9	6		
Albany	12	6	10	5		
Alberta	16	4				
Arizona	12	6				
Atlanta	11	6	11	6		
*Bowling Green		6				
*Bridgewater	24	6				
Brigham Young	12	5				
Brit.Columbia	15	5				
Buffalo	11	5	9	5	24	7
Calif.Berkeley	9	0	9	0	24	0
Calif.L.A.	18	2	9	3	35	5
Catholic	dna					
*Chicago State		6				
Columbia	10	4	9	4	9	9
Dalhousie	16	6				
Drexel	12	7	9	3	24	5
Emory	11	5	9	5		
Emporia	21	6				
Florida State	12	6	12	6	12	6
Hawaii	12	5				
Illinois	12	5	12	5	30	6
Indiana	12	5	10	5	36	14
Iowa	12	10				
Kent	12	6	9	4		
Kentucky	12	8				
*Kutztown	12	6				
Long Island	12	5				
Louisiana	12	6				
Maryland	12	3			36	9
McGill	20	5				
Michigan	12	6			36	7
Missouri	12	8				
Montreal	20	3				
North Carolina	15	5			36	8
N.Car.Central	10.5	6				
N.Car.Greens	18	5				
North Illinois	10	6				
North Texas	12	8	8	10	24	10
Oklahoma	12	5	12	5		
Peabody	9	6	9	6		

Table III.12: Minimum and Maximum Times to Complete Programs, by Schools, 1985-1986 (cont.)

Schools	Master's		Post-Master's		Doctorate	
	Minimum [months]	Maximum [years]	Minimum [months]	Maximum [years]	Minimum [months]	Maximum [years]
Pittsburgh	10		8	4		6
Pratt	12	4	10	7		
Queens	12	4				
*Rhode Island	11	4	11	4		
Rosary	12	5	5-10	5		
Rutgers	12	3	9	3	30	7
St. John's	12	5	12	5		
*Sam Houston	12	6				
San Jose	12	7				
Simmons	12	6			18	3
South Carolina	12	6	10.5	6		
South Florida	12	7	12	7		
Southern Conn.	12	6	9	6		
Southern Miss.	12	6				
Syracuse	12	7	12	7		
Tennessee	12	6				
Texas	12	6	10.5	6	varies	9
Texas Woman's	12	6				5
Toronto	16	6			24	6
Washington	15	6				
*Wayne State	12	6	12	6		
Western Ontario	12	5-6			36	7
Wisc.Madison	14	7	12	0	18	0
Wisc.Milwaukee	12	7	9	4		

Columbia indicates that one year may be added for illness, etc.

Chicago indicates that if the Ph.D. is not completed within five years after final written exam, the exam must be retaken

Dalhousie indicates there is a four month break in their schedule

Emory indicates a minimum of nine months for the MA and eleven for the MLn

Maryland indicates that an extension may be granted for up to 5 years in the mater's program and 10 in the doctoral program.

Michigan indicates that an extension may be approved by the dean and by the Graduate School (for master's students) or by the faculty (for doctoral students) to extend the maximum to 10 years if the student can present valid reasons and an acceptable schedule for completion.

Montreal indicates three years without thesis and four with thesis

Toronto indicates extension may be granted for valid reasons

Status of Courses after Maximum Time

After the maximum time allowed for completing the degree, thirty-two schools with accredited programs indicate that the courses are obsolete for the master's and thirteen cancel them. For the post-master's, twenty-one schools indicate that they are obsolete and six cancel them. Ten schools with doctoral programs indicate that courses are obsolete and five cancel them. All of the schools with programs not ALA accredited make coursework obsolete. Exceptions and clarifications as indicated by the respondents are listed in Table III.13.

Table III.13: Status of Courses after Maximum Time, by Number of Schools, 1985-1986

Program	Obsolete		Canceled	
	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC
Master's	32	6	13	
Post-Master's	21	1	6	
Doctorate	10		5	

Albany-at the end of 6 years degree not awarded except under very unusual circumstances
Arizona-Hours reduced by 1/2 credit after 6 years; 0 credit after 10
Calif-LA indicates that courses are obsolete, students may appeal
Columbia-each handled on an ad hoc basis-few go to the deadline
Dalhousie-Student may apply for an extension by petition and School's recommendation is sent to Dean of Graduate School for approval
Emory-Student may petition for extension
Emporia-courses can be revalidated
Illinois-Extension may be obtained from the Graduate School
Iowa-Courses which are 10 years old must be replaced
LSU-May be revalidated
Maryland-A committee decision, but none more than 5 years prior to receipt of degree are accepted. Student may reapply.
Michigan-At master's degree level, canceled outright if extended to ten years. At doctoral level, no set policy but unusual to approve extension beyond ten years.
UNC-Time may be extended by the Graduate School
Oklahoma-One year extension may be granted
St. John's-must take additional courses
Simmons-may request an extension
Syracuse-Doctoral depends on student's committee
Tennessee-Can be revalidated under certain circumstances
Wisconsin-Madison-Can be revalidated through testing or additional work

Required Course Work

Tables III.14 and III.19 present data related to the required course work in the various programs. Requirements range from no courses to thirty-six hours in the Master's program, none to 15 hours in the Post-Master's, and none to sixty-eight in the Doctoral.

Table III.14: Required Course Work, by School, 1985-1986

School	Hours		
	Master's	Post-Master's	Doctorate
Alabama	15	9	
Albany	12	3	
Alberta	18		
Arizona	18		
Atlanta	12	9	
*Bowling Green	9		
*Bridgewater	24		
Brigham Young			
British Columbia	21		
Buffalo	12	6	6
Calif.Berkeley	9	varies	
Calif.L.A.	36+		36
Case Western	18		
*Chicago State	21		
Columbia	9	0	6
Dalhousie	10 credit/2 non-credit		
Drexel	12(QH)		12(QH)
Emory	16 MLN/ 18 MA		
Emporia	23 +8 prereq.		
Florida State	18	0	3
Hawaii	12		
Illinois	8	8	68
Indiana	15	0	15
Iowa	15		
Kent	15		
Kentucky	9		
*Kutztown	9		
Long Island	12	12	
Louisiana	16		
Maryland	9	0	15++
McGill	24		
Michigan	9	0	8
Missouri	19		
Montreal	27		
North Carolina	18	0	6
N.Carolina Central	18		
N.Carolina-Greensboro	15		

Table III.14: Required Course Work, by School, 1985-1986 (cont.)

School	Hours		
	Master's	Post-Master's	Doctorate
Northern Illinois	9-11+++		
North Texas	15	0	12
Oklahoma	18	1++++	
Peabody	9	9	
Pittsburgh	15 (IS) 21(LS)	0	18
Pratt	12	6	
Queens	18		
*Rhode Island	19	15	
Rosary	15-18	0-9	
Rutgers	18	0	18
St. John's	15	0	
San Jose	23		
*Sam Houston	15		
Simmons	12	0	16
South Carolina	17	3	
South Florida	12		
Southern Conn.	18	9	
Southern Miss.	18		
Syracuse	12	0	
Tennessee	18		
Texas	15	0	12
Texas Woman's	18		
Toronto	6	0	0
Washington	12		
*Wayne State	22		
Western Ontario	27	0	12
Wisc.Madison	15	0	3
Wisc.Milwaukee	15	0	varies

+plus 36 additional hours for degree

++more with no ALA MLS

+++one course has variable credit-9 hours of prerequisites which have proficiency examinations

++++a course in research if none taken previously

Table III.15:Required Course Work, by Number of Hours, 1985-1986

No. of Hours	Master's		Post-Master's	Doctorate
	ALA-ACC	Not-ACC	ALA-ACC	ALA-ACC
0			18	1
1			1	
3			2	2
6	1		2	2
8	1		1	1
9	7	2	5	3
10	1			
12	11		1	4
15	12	1	1	2
16	2			1
17	1			
18	15			2
19	1	1		
21	2	1		
22		1		
23	1			
24	2	1		
27	2			
31	1			
36	1			1
68				1

Respondents were asked to indicate whether or not students could exempt required courses. Tables III.16 and III.17 present the data related to their responses.

Table.III.16: Exemption of Required Courses, by Program, 1985-1986

Program	Exemptions Allowed		Exemptions Not Allowed	
	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC
Master's	47	4	8	3
Post-Master's	7	1	10	
Doctorate	5	1	10	

University of California, Los Angeles indicates that doctoral students may exempt course if they have an MLS

The most common method for exemption is evidence from a transcript and/or syllabus, completing "approved" projects, from another program, written examination or a combination of approvals from the dean, committee or advisor. Frequently all of these options were indicated as being available to the student. Other methods reported included oral examinations, appropriate experience and substitution of selected courses--the latter from ALA accredited programs only.

Table III.17: Methods of Exempting Required Courses, 1985-1986

Method	ALA-ACC	Not-ACC
Written Examination	19	2
Transcript from Other School	38	3
Approval of Advisor/Faculty	30	1
Other	10	2

In programs which provide for the exemption of required courses, fifteen allow the exempted courses to count toward the master's degree, three toward the post-master's and five toward the doctoral. More frequently, schools do not provide credit for exempted courses. Table III.18 presents the data related to this question.

Table III.18: Credit Gained Through Exemption of Required Courses, 1985-1986

	ALA-ACC		Not-ACC	
Program	Yes	No	Yes	No
Master's	15	33	1	3
Post-Master's	3	8		
Doctorate	5	4		

NC Central sometimes if student challenges course through registration

Table 19 displays the data related to the number of courses which the may be exempted in programs reported in this survey.

Table III.19: Number of Courses which may be Exempted, 1985-1986

Number of Courses	Program		
	Master's	Post-Master's	Doctoral
1	3	3	
2	4		1
3	5		
4	6		1
5	3		
6	5		1
7			
8	1		
15	1		
18	1		
No Limit	3		
Varies	2		1

Included in the responses were indications also that the number of courses exempted from the program was determined by the director, one school indicated that it depended upon the experience base of the student, and another indicated "yes", but no specific number has been determined.

Transfer of Credit Hours

Respondents were asked whether or not they allowed for transfer of credit hours into the various degree programs which they provide. Table III.20 presents the data related to their responses.

Table III.20: Credit Hours Transferred, by Program, 1985-1986

Hours	Ugr	Master's	P-Master's	Doctorate
3		2		
4				1
6	2	16		4
8		1		
9		2		
12	2	2		3
16		1		
30				1
60	1			
90	1			

Two schools with undergraduate programs and two with doctoral programs indicated that the amount of credit which a person might transfer into the programs varies, but no ranges were given. Dalhousie indicated that a maximum of one academic year's study can be transferred.

Table III.21: Extent to Which Schools Accept Credit From Programs not Accredited by ALA, 1985-1986

Accredited Program	Accept Non-ALA	Not Accept Non-ALA
Yes	15	40
No	5	1

Some respondents indicated that credits from non-ALA accredited programs would be accepted, but not Library and Information Science courses.

Thesis, Papers or Projects

Respondents were asked to comment on their requirements for a thesis or other culminating project for their degree requirements. Table III.22 presents their responses.

Table III.22: Thesis Options, by Number of Schools, 1985-1986

	ALA-ACC		Not ALA-ACC	
Program	Required	Optional	Required	Optional
Master's	12	31	0	5
Post-Master's	16	6	1	

Field Work

Supervised experience for academic or program credits, known generally as Field Work, was the basis of the next series of questions. Tables III.23 and 24 present the data related to the responses. Table 23 shows the number of schools offering field work for credit, Table 24 the number of hours given for field work. A total of eleven schools indicated that field work was required and 53 that it was not required.

Table III.23: Number of Schools Offering Field Work for Credit, 1985-1986

Program	ALA-ACC	Not-ACC
Master's	50	5
Post-Master's	13	1
Doctorate	2	

Table III.24: Number of Hours Given for Field Work, 1985-1986

Number of Hours	Master's	Post-Master'	Doctoral
0	1		
0-12	1		
1	1	1	
1-2	1		
1-3	2	2	1
1-6	1	1	
2	2	1	0
2-3	4 (*1)	*1	
2-4	4		
2-8			
3	24 (*3)	5	
3-6	6	3	
3-9	1		
4	2		
4-8	1		
4-12	1		
6	1	1	

*Schools with programs not ALA accredited
Dalhousie requires work experience, but offers no credits.
Toronto requires 1/2 course.

Five accredited programs require field work of all students in the master's degree program. They are: North Carolina, British Columbia, Dalhousie (work experience may be claimed to exempt this requirement), Emporia, Montreal, Palmer (if the student has no previous work experience as a teacher), and Syracuse Bowling Green and Sam Huston require field work.

Dalhousie requires work experience as a graduation requirement but gives no credit for field work. Syracuse requires either field work or a research paper.

Schools which offer no credit for field work are British Columbia, McGill, North Texas and Dalhousie.

A number of variations, with field work as a basis, include attendance in seminars, papers related to the field work, and that field work is available only for school library media program students.

Special Requirements for Graduation

Tables 25 and 26 contain information related to any special requirements which respondents indicated are necessary for their programs.

Table III.25: Special Requirements for Graduation, 1985-1986

Program	Requirement					
	Comprehensive		Foreign Language		Other	
	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC	ALA-ACC	Not-ACC
Master's	19	6	6		7	1
Post-Master's	4	1			2	
Doctorate	16		11		7	

Other requirements for the master's degree
Final exam or thesis-Washington
Research report-Queens and Northern Illinois
Exit interviews-Emory and Hawaii
Media Competency-Florida State

Other requirements for the post-master's degree
Oral examination and project-Wisc.-Madison
Independent study-Peabody
Research report-Queens and Hawaii and South Carolina
Defense of special project-Illinois
Specialist paper

Other requirements for the doctoral degree
Statistics-FSU
Final oral examination or dissertation defense-Illinois

Table III.26: Number of Hours Required for Thesis, 1985-1986

Number of Hours	Master's	Post-Master's
0	2	
1-6	1	1
2	3	
2-4	1	
3	10	5
3-6	3	1
4	4	
6	13	7
6-9	1	
8	1	1
9	2	1
9-15	1	
12	2	
20	1	

Prerequisites for Entering the Program

Table III.27 presents data related to the requirements made of students which enter the various programs. In addition to the prerequisites listed in the table, some schools indicated that they require letters of reference, a statement of purpose, statistics and computer science courses or competencies and various liberal arts credits for specific programs. The most frequently indicated tests required were the TOEFL for foreign students and the GRE and MAT tests generally.

Table III.27: Prerequisites for Entering Program, 1985-1986

Prerequisite	ALA-ACC	Not-ACC
Library Experience	5	
Undergraduate Library Science	2	1
Foreign Language	5	
GRE/MAT/TOEFL, etc., Tests	52	5
Interview	26	2
Other	20	3

Courses Taught Away from the Main Campus

Traditional Classroom Courses

The "Main Campus," in this report, is defined as that campus, which may be a part of a university with multiple campuses, where the school has its permanent buildings and administrative offices. "Off-Campus" includes any course offered at a branch or regional campus of the university or at non-university locations such as public libraries, business facilities, schools and other post-secondary institutions. Table III.28 contains the data reported by the respondents.

Thirty-three schools with accredited programs offered one or more courses away from the main campus in 1985-1986, while twenty-four did not. Four of schools without accredited programs reported that they had taught one or more courses off-campus.

Two hundred eighty-nine courses were offered off-campus as compared to two hundred twenty-seven last year. Nine schools provided 60% of the courses. The most active schools were Indiana, Long Island, and Kent State.

Approximately 46% of the courses were required courses for the master's degree and 54% were electives. Columbia, Rutgers, and Southern Connecticut indicated that the courses offered were restricted to post-master's degree students and no school offered a course for the doctoral degree away from the main campus.

Approximately 54% of the courses were taught by regular faculty with the remainder having been taught by adjunct faculty. This compares to approximately 78% of the courses taught on the main campus under regular faculty and 22% with adjunct or "other" faculty.

Table III.28: Courses Offered away from Main Campus, 1985-1986

Schools	No. of Courses	Required	Elective	Faculty Reg	Faculty Adj
Alabama	2	2		2	
Albany	3		3	1	2
Alberta	0				
Arizona	2	2		2	
Atlanta	0				
Brigham Young	7	6	1	7	
British Columbia	0				
Buffalo	3	1	2		3
Calif.Berkeley	0				
Calif.L.A.	0				
*Chicago State	2		2	2	
Columbia	3	3 (pm)			3
Dalhousie	0				
Drexel	0				
Emory	0				
Emporia	8	7	1	7	1

Table III.28: Courses Offered away from Main Campus, 1985-1986 (cont.)

Schools	No. of Courses	Required	Elective	Faculty	
				Reg	Adj
Florida State	12	6	6	12	
Hawaii	0				
Illinois	1		1	1	
Indiana	32	19	13	17	15
Iowa	0				
Kent	23	10	13	4	19
Kentucky	6	3	3	4	2
Long Island	28	14	14	18	10
Louisiana	9	3	6	3	6
Maryland	1		1	1	
McGill	0				
Michigan	0				
Missouri	7	2	5	6	1
Montreal	0				
North Carolina	1		1		1
N.Car.Central	6	4	2	2	4
N.Car.Greensboro	0				
Northern Illinois	18	3	15	15	5
North Texas	0				
Oklahoma	12	7	5	8	2
Peabody	0				
Pittsburgh	3	3		1	2
Pratt	8	1	7	3	5
Queens	0				
*Rhode Island	13	8	5	3	10
Rosary	0				
Rutgers	10		10 (pm)		10
St. John's	0				
*Sam Houston	4	4			
San Jose	5	5			5
Simmons	0				
South Carolina	10	2	8	5	5
South Florida	17	4	13	13	4
Southern Conn.	7	4 (1PM)	1 (1PM)	3	4
Southern Miss.	8	2	6	2	3
Syracuse	4		4		4
Tennessee	0				
Texas**	2		2	2	
Texas Woman's	2		2	2	
Toronto	0				
Washington	0				
*Wayne State	1		1	1	

Table III.28: Courses Offered away from Main Campus, 1985-1986 (cont.)

Schools	No. of Courses	Required	Elective	Faculty Reg	Faculty Adj
Western Ontario	8	4	4	7	1
Wisc.Madison	0				
Wisc.Milwaukee	1	1		1	
Totals	289	131	158	155	127+

**Extension, not resident credits

+The number of faculty indicated by the schools do not add up to the same figure as the total number of courses indicated by them.

Table III.29: Courses Taught on Main Campus by Regular and Adjunct Faculty, 1985-1986

Schools	Number of Courses		
	Regular	Adjunct	Other
Alabama	73		
Albany	42	3	1
Alberta	29	7	
Arizona	22	3	
Atlanta	32	3	
*Bowling Green	14	5	
*Bridgewater	20	4	
Brigham Young	46	2	13
British Columbia	29	7	
Buffalo	33	5	
Calif.Berkeley	33	44	
Calif.LA	67	49	
Columbia	65	28	
*Chicago State	38		
Drexel		dna	
Emory	23	9	
Emporia			
Florida State	65	3	
Hawaii	40	5	
Illinois	48	7	17
Indiana	58	22	
Iowa	38	12	
Kent	57	12	
Kentucky	54	3	
*Kutztown	24		

Table III.29: Courses Taught on Main Campus by Regular and Adjunct Faculty, 1985-1986 (cont.)

Schools	Number of Courses		
	Regular	Adjunct	Other
Long Island	60	16	
Louisiana	55	5	
Maryland	68	17	2
McGill	28	11	
Michigan	40	4	11
Missouri	29	5	
Montreal	30	24	
North Carolina	47	13	1
N.Carolina Central	9	2	
N.Carolina-Greensboro	40	7	
Northern Illinois	34	5	
North Texas	dna		
Oklahoma	24	13	5
Peabody	24	7	2
Pittsburgh	165	42	
Pratt	24	11	1
Queens	17	3	
Rhode Island	36	4	
Rosary	dna		
Rutgers	86	22	
St. John's	45	3	
*Sam Houston	10	1	
San Jose	19	5	
Simmons	88	24	1
South Carolina	57	7	
South Florida	43	4	
Southern Conn.	45	14	
Southern Miss.	61	22	
Syracuse	46	9	6
Tennessee	72	45	
Texas	67	15	
Texas Woman's	71	13	
Toronto	49	10	
Washington	46	14	
*Wayne State	25	23	1
Western Ontario	75	9	
Wisc.Madison	55	15	
Wisc.Milwaukee	60	9	
Totals	2700	676	61

Telecommunications Delivery

South Carolina was the only school using open circuit television broadcasting to deliver two courses. South Carolina (4 courses) were joined by Indiana (1 course), and Wisconsin-Milwaukee (2 courses) as the only three schools offering courses using one-way video and two-way audio (interactive). Emporia indicated that two courses were offered using two-way audio and LSU indicated that two-way audio courses were to be delivered in the Spring 1987 semester. These account for the only use of telecommunications to delivery "off-campus" course work.

Individual Course Offerings

Table III.26 presents data related to the provision of courses by the respondents.

Categories have been coded as follows:

A = Undergraduate credit only
B = Undergraduate or Master's credit
C = Master's credit only
D = Master's or Post-Master's credit
E = Post-Master's credit only
F = Post-Master's or Doctoral credit
G = Doctoral credit only

Table III.30: Courses Listed in College Catalog by Level and Academic Year, 1985-1986

Schools	Courses Listed	Courses Taught	% Taught	A	B	C	D	E	F	G
Alabama	73	73	100	1	7	17	45	3		
Albany	59	46	78	3	9		46			
Alberta	53	36	68		4	49				
Arizona	35	25	71		3	0	33			
Atlanta	35	35	100			34		1		
*Bowling Green	24	16	66	4	7	5				
*Bridgewater	24	24	100		11		13			
Brigham Young	32	29	91	6		26				
British Columbia	48	48	100			48				
Buffalo	44	41	93				38			12
Calif.Berkeley	52	52	100	3	2		46			1
Calif.LA	90	90	100	5		6	76			3
*Chicago State	38	38	100	2	17	19				
Columbia	80	80	100			9	68			2
Dalhousie	40	40	100	4		36				
Drexel	87	87	100	29		4	54			1
Emory	48	32	66			6	24	2		
Emporia	83	83	100	9		74				
Florida State	65	65	100	4	7		42			12
Hawaii	45	45	100	2		43				
Illinois	65	65	100		13		58	2		6

Table III.30: Courses Listed in College Catalog by Level and Academic Year, 1985-1986 (cont.)

Schools	Courses		%	Courses Restricted to:						
	Listed	Taught	Taught	A	B	C	D	E	F	G
Indiana	60	80	133		20		54			6
Iowa	32	32	100	1	7	24				
Kent	55	55	100		4		51			
Kentucky	49	39	80		13		36			
*Kutztown	24	24	100	11	3	10				
Long Island	48	48	100		3		45			
Louisiana	43	34	79			34				
Maryland+	72	61	85	6	2	3				2
McGill	44	39	87			39				
Michigan	55	55	100			51				4
Missouri	46	35	76	10	13	22				
Montreal	59	44	75			44				
North Carolina	64	60	94	3	4		49			4
N.Car.Central	38	38	100		8	18	12			
N.Car.Greens	46	46	100		20	26				
Northern Illinois	55	55	100	12	14	29				
North Texas	50	50	100		10	40	(open to all)			
Oklahoma	43	43	100	3			43			
Peabody	36	36	100		5		31			
Pittsburgh	146	146	100	26			92		26	2
Pratt	66	32	48		1		30	1		
Queens	35	35	100					35		
*Rhode Island	45	45	100			5	38	2		
Rosary	50	50	100				50			
Rutgers	90									29
St. John's	50	33	60		3	4	43			
*Sam Houston	33	24	73			24				
San Jose	35	35	100		2	33				
Simmons	65	62	95	44			12			6
South Carolina	62	62	100		5		57			
South Florida	47	51	109	3	6	42				
Southern Conn.	119	103	87	29			59-15++			
Southern Miss.	62	62	100	6	14	42				
Syracuse	61	53	87	5	12	43				1
Tennessee	49	50	102	3	7	40				
Texas	82	48	59	3			79			
Texas Woman's	87	87	100	17			52			18
Toronto	86	57	66			53				4
Washington	56	56	100	3	2	51				
*Wayne State	42	22	52		12		28	2		
Western Ontario	68	68	100			51				17
Wisc.Madison	50	40	84	14			36			
Wisc.Milwaukee	52	52	100	2	17		33			

+All courses are available to doctoral students with permission of Doctoral Committee

++15 taught in Graduate Instructional Technology

Courses Cross-Listed with Other Units

Table III.31 contains data related to those courses indicated by the respondents as being cross-listed with some other units in their respective institutions. Many of the responses were such that it was difficult to impossible to determine the extent to which the school or the other unit had primary responsibility for teaching the various courses. The list, therefore, contains a description of the units with with there appears to be cross-listing of courses.

Table III.31: Courses Cross-Listed with Other Units of Instruction, 1985-1986

Schools	Courses	
	Number	Academic Units
Alberta	1	Education
Arizona	4	Agriculture
		Education
		Music
Atlanta	2	Education
Buffalo	1	Higher Education
Calif.LA	1	Latin Am. Research
	1	African Bib.
	1	Manage. Accnt.
	1	Ethnic Bib.
	1	Folklore Archive
*Chicago State	1	Education
Clarion	1	Communication/Comp. Science
Dalhousie	4	Education
Illinois	2	Educational Psy
		African Studies
Iowa	3	Education
		English/Education
		Journalism/Education
*Kutztown	2	AV Communications
Kentucky	2	Communications
Louisiana	3	Computer Science
Maryland	1	Education
Michigan	5	Education
		History
		History of Art
		Music
Missouri	1	Education
North Carolina	3	Computer Science
Northern Illinois	1	Curric./Instruct.
Oklahoma	2	History
		Education
Peabody	3	Teaching/Learning

Table III.31: Courses Cross-Listed with Other Units of Instruction, 1985-1986 (cont.)

Schools	Courses	
	Number	Academic Units
Pittsburgh	2	Music Information Science
Rosary	1	Special Education
St. John's	5	Education and Human Services
Simmons+		
Southern Miss	10	Education
Syracuse	2	Geography Education
Tennessee	2	Curric./Instruct.
Texas	8	History Latin Am. Stds. English Art History
Toronto	8	Education
Washington	1	Public Affairs
*Wayne State	13	Education Instruct. Tech. History
Wisc.Madison	4	History Curric./Instruct.
Wisc.Milwaukee	5	Curric./Instruct. History

+Students in Children's Literature and Communications often take courses in the program

Curriculum Committees

A total of fifty-six schools with accredited programs indicated that they have a standing curriculum committee with only one school indicating that they did not have such a committee. Five schools with programs not accredited by ALA indicated a standing committee and only one without a committee.

Respondents were asked to describe the composition of their standing committees on curriculum. Table III.32 presents the data related to their responses.

Table III.32: Curriculum Committee Members by Categories, 1985-1986

Categories of Members	Programs ALA-ACC	Not-ACC
Faculty	55	5
Staff	10	
Students	48	4
Alumni	9	1
Practitioners	8	2
Others	2	1

Table III.33: Curriculum Committees, by Composition, 1985-1986

Committee Composition	Programs ALA-ACC	Not-ACC
All faculty	5	
Faculty only	5	
Faculty and students	28	3
Faculty, students, alumni	5	
Faculty, students, and Dean/Director	1	
Faculty, students, staff	5	
Faculty, students, practitioners	3	1
Faculty, students, staff, alumni	1	
Faculty, students, advisory council	1	
Faculty, alumni, practitioners, advisory council, input from student comm.		1
Faculty, students, staff, alumni, practitioners, Others	2	

Curriculum Changes

Table III.34 contains information related to changes made in curriculum within the last year. Following the table are specific changes as indicated by the individual schools.

Table III.34: Curriculum Changes Made within the Past Year, 1985-1986

Type of Changes	No. of Programs Reporting that Change	
	ALA-ACC	Not-ACC
New Courses Added	32	6
Courses Dropped	23	2
Added new programs	6	1
Revised Total Curriculum	2	
Revised Specific Curriculum Areas	13	2
Taught Experimental/Trial Courses	18	
Other Changes	13	

Specific Changes

Listed below are the specific courses and programs indicated by the respondents. Note that there may be more than one title alike since each school's list was copied as written on the questionnaire.

New Courses

Foundations of the Profession

- Current Issues and Trends in Library and Information
- Information in Society
- Introduction to Information Transfer
- Special Topics in Library and Information Studies III
- Seminar I and II (to permit visiting faculty to develop course in their speciality
- Current Trends
- Policy Issues in Information Studies
- Linguistics for Information Studies
- Information in the Public Policymaking Process
- Mass Communication Theory and Research

Research

- Qualitative Research Methods

Services

- Information Policy
- Adult services
- Information Policy
- Information Policy and Technology
- Information Regulation and Law

Management/Types of Libraries

Records Management
Records Management
Rare Book Librarianship
Law Library Administration
Study of [Archives] Milieu (ugr)
Archives and Records Management
Management of Automated Systems in Libraries
Special Librarianship
Genres of Fiction, the Reader, and the Public Library
Decision Making for Library Management
Microcomputers in Library Administrative Functions and Services in Public Libraries
Services in Special Libraries

Selection/Evaluation

Principles of software evaluation
Management and Use of Collections (1st year)
Management and Use of Collections (2nd year)
Collection Development
Multi-Media Materials and Services in Libraries
Materials for Adults

Technology

Micrographics
Introduction to Expert Systems
Introduction to Programming
Evaluation of Software
Records Management and Micrographics
Professional Communication/computer fundamentals
Advanced use of Micros in Library and Information Science
Microcomputer Technology in Use in Libraries
LISP
Information and Computer Literacy
Library Automation

User Services

Studies of Reading Patterns
Women's Issues in Library and Information Science
Cognitive Aspects of Information Use

Bibliography/Reference

Business Information Sources
Online Business Information
Information Networks
Business Information Sources
Repackaging Information
Business Information Sources
Information Sources and Services
Legal Bibliography and Reference

Introduction computer-based information services
Specialized Bibliography and Reference
Computer-Based Reference Systems
Computer-Based Information Services. Case Studies
Business Information Sources
Legal Databases Online
Information Environment (ugr)
Information Sources and Services (1st year)
Information Sources and Services (2nd year)
Bibliographic Data Bases
Searching for Information
Information Storage and Retrieval
Bibliographic Data Base Command Languages
Assessing Information Needs
Scientific and Scholarly Communication

Cataloging/Technical Processes

Indexing and Abstracting
Classifications
Descriptive Cataloguing of Special Material
Indexing and Abstracting
Diffusion, Conservation and Restoration (ugr)
Abstracting and Indexing
Structure and Organization of Subject Lists
Text Analysis (ugr)
Major Classification Systems
Subject Approach to Information
Automated Text Analysis
Indexing and Abstracting: Theory and Practice
Subject Cataloguing and Classification: Theory and Practice
Advanced Cataloging and Classification
Data Base Management Systems
Cataloging for Large Libraries
Cataloging for Small Libraries
Information Retrieval Theory
Information Indicators
Serials Control Systems

School Library Media Programs

The Instructional Role of the School Librarian
School Library Media Programs and Resources
School Library Practicum
Administration of School Library Media Systems
Administration of School Library Media Centers
Media Resources for Teachers
School Library Media Program

Children's/Young Adults' Literature and Services

Library Services for Children and Young Adults
Special Studies in Children's Literature.

Other

- Seminar in Teaching and Academic Life
- Ph.d Reading Courses (2)
- Book Design

Courses Dropped

Foundations of the Profession

- History of Books

Management/Types of Libraries

- Evaluation of Information Services
- Planning Library Services
- Seminar in Fine Arts Librarianship
- Academic and Research Libraries
- Public Libraries
- Special Libraries
- Public Relations
- Planning, Evaluation, and Control of Library and Information Services
- Political Environment of Library and Information Service Management

Technology

- Micrographics

Research

- Empirical Research Methods (apparent title and content change, dropped from one program and added to another in the same school)

User Services

- Ethnic Groups and Libraries

Bibliography/Reference

- Descriptive Bibliography
- Health Sciences Information Systems
- Application of Bibliography to Textual Studies
- Information Search Strategies
- Recorded Information: Professional Aspects (content integrated into another course)
- Theory of reference and bibliography (replaced by specialized bib course)
- Reference and Bibliographic Services (replaced by computer-based course)
- Literature of Science
- Literature of Humanities
- Literature of Social Science

Sources in the Humanities
Sources in the Social Sciences
Sources in Science and Technology
Art and Pictorial Sources
Interdisciplinary Bibliographic Studies
Comparative Analysis and International Studies
Information Resources for Non-Print Media
Scholarly Communication (apparently title and content changed, dropped from program in the school and added to another)

Cataloging/Technical Processes

General Subject Analysis
Media Control
Selection
Developments in Cataloguing and Classification I
Developments in Cataloguing and Classification II
Cataloging Non-Print Media
Subject Cataloging
Cataloging-Description
Serials Control Systems (dropped from one program, but added to another in the same school)
Document Control and Delivery

School Library Media Programs

School Media Programs
Supervision of Instruction in Media Programs

Children's/Young Adults' Services

Library Services to Children and Young Adults
Library Service and Resources for Young Adults
Library Services for Children
Library Services for Young Adults
The School Library Media Center

Instructional Media Design and Production

Advanced Production
Instructional Media
Instructional Photography
Instructional Video and Film Production
Non-Print Media (apparent title and content change, dropped from one program and added to another in the same school)
Film: Form, Content and Use (dropped from one program and added to another in the same school)

Other

Fine printing

Experimental Courses

Foundations of the Profession

- National Information Policy
- Human Factors (?)
- Libraries and the Political Process
- Censorship in Libraries

Management/Types of Libraries

- Library System Analysis
- Marketing Information Services
- Library Personnel Management and Communication
- Medical Information Science
- Library Space Planning and Management
- Genres of Fiction, the Reader and the Public Library

Technology

- Computer Applications to Libraries: Problems and Trends
- Computer Literacy
- Computer programming for Library Application
- Microcomputers in Information Processing
- Microsoftware for Library and Information Professionals
- Microcomputers in Small Libraries

User Services

- Services of User Education
- Design and Evaluation of User Education
- The Individual Reader in the Information Age
- Libraries and the Adult Learner (with Dept. of Education)
- Adult Recreational Literature
- Bibliographic Instruction
- Health Information for the Informed Consumer
- Studies in Reading Patterns
- Women's Issues in Library and Information Science
- Human Information Processing

Bibliography/Reference

- Bibliometrics
- Canadian Federal Official Publications

Cataloging/Technical Processes

- Online Cataloging Systems
- Subject Classification: Problems and Trends
- Design and Construction of Data Bases for Libraries
- Data Base Principles
- Principles of Information Retrieval
- Advanced Subject Analysis

School Library Media Programs

Children's/Young Adults' Services

- Planning Programs for Children
- Storytelling
- Children's programs in Public Libraries for LTAs

Other

- Interpersonal Communications
- Book Design

New Programs

- Computers and Information in Arts and Humanities (non-degree)

- MLS/MA in Comparative Literature
- Dual Masters' with Education
- Cooperative joint masters with Slavis Languages and Literature
- Multi-disciplinary Ph.D.

Areas of Curriculum Revised

- Literature for Adolescence moved to masters level only
- Oral Presentation of Children's Literature moved to masters level only
- Changed 9 two- and one-credit courses to the standard three-credit status
- Moved Basic Information Sources and Cataloging/Classification from the prerequisite level to Master's Degree level
- Cataloging and Classification made a required course
- Revised requirements of information science program
- All faculty engaged in extensive curriculum review during 1985/86
- 12-hour core reduced to 6 hours and content distributed into 3 3-hour courses
- Program review of the school library media
- All programs under review
- Foundations of Librarianship to Management of Libraries and Information Services
- Implemented Information Studies and Technology throughout curriculum

Other Changes

- Changed structure of curriculum
- Content of individual courses changed
- Merge Selection and Collection Development
- Added Law Librarianship Speciality
- Several Courses renamed and renumbered but content essentially the same

8 courses renumbered and renamed with new course descriptions (primarily related to integration of info technology
Discussing compulsory 3 course "concentration" at minimum
Undergraduate concentration of 24 credits in Training and Development as part of university BS degree in Liberal Studies
All numbers changed due to undergraduate program to start in fall of 1987
Courses designated as "First-Year electives" incorporated with other elective offerings.
Core courses changed from 2 courses of 6 hours to 3 courses of 4 hours.
Special topics courses combined into one course

Under Consideration

Table III.35 contains the data as reported by respondents related to curriculum changes under consideration. Following the table is a list of the specific changes indicated by the respondents.

Table III. 35: Curriculum Changes Under Consideration, 1985-1986

Category of Change	Number of Schools	
Integrated core	5	
Sixth year-Post-Master's	2	
Doctoral program	4	
Two-year Master's program	3	
Other joint Master's programs	3	1 non-acc
Others	26	1 non-acc

Specific Changes

Eleven schools indicated a general review of curriculum is planned

Expanded MLS from 36 to 45 credits with specializations in School Library Information Services Management, General Librarianship, and Archives/Records Management. A new 45 credit MS with specializations in Information Policy, Health Sciences Information Resources Management, and Systems Design and Management. Both with a common 15 credit core. Planned for 1988. Also an interdisciplinary PH.D. in Information Science with cooperation from seven other units including Information Science and Policy, Business, Public Administration, Psychology, Communication, Computer Science, and Education. Planned for 1989.-Albany

Add a doctoral program-Buffalo

Add undergraduate major-Berkeley

Change research course from four classes in three semesters to two classes in two semesters with no change in credit hours-Brigham Young

Plan to offer one course each with Law and Business Administration. Two stage curriculum revision being implemented which does not represent a total change with the curriculum, rather a result of a redefinition of the required "core" and an integration of computer technology with all course content.-Dalhousie

Add Information Management Program-Florida State

Redirection of school's curriculum-Michigan

Increase master's from 36 to 42 credits eliminating 7 hours of prerequisites-Emporia

Reduce core from 12 to 6 hours, add Information Science track and change degree from MSLS to MS.-UNC-Chapel Hill

Master's Degree in Information Science-NC-Central

Initiating a post-master's certificate program for school library media supervisors-UNC-Greensboro

Master of Communication and Information Studies and undergraduate program in Information Studies-Rutgers

New courses in Archives and Law, pursue dual degrees with Government and Politics, History, Sociology, and Spanish-St.Johns

Change from 38 to 42 units in master's and develop joint degrees with Education and Business-San Jose

Master's in Information Management and undergraduate program in Instructional Technology-Southern Connecticut

Moving to semester system and working toward undergraduate information science program-Tennessee

Master's in Information Science-Toronto

Post-Master's Diploma Program in Information Science-Western Ontario

Nine credit specialization in law librarianship with law school, changing required computer-based course sequence, advanced courses in management, adding research as integrated into required courses or as a separate course-Wisconsin-Madison

Concentration in Health Sciences Librarianship-Wisconsin-Milwaukee

Joint degree with Radio and TV-Chicago State

INCOME AND EXPENDITURE

Fred W. Roper

This section of the report provides a descriptive analysis of the data pertaining to the financial status of ALA-accredited schools of library and information science. Although reports were received from seven of the schools which do not hold accreditation, only four presented complete and usable financial data. Each category of response is reported separately.

Of the 60 eligible ALA-accredited schools, only 55 submitted complete financial data. Of these, one was not received in time to be included in the narrative; the figures are included in Tables IV-19, IV-20, and IV-21. One additional survey which contained incomplete data was not included in the narrative summary but is included in the listing for all schools. The five schools which did not return the financial section of the report are listed in the complete tables of income and expenditures, Tables IV-19 and IV-20, and in institutional benefits, Table IV-21.

The 1986 report contained new numbering for tables in the financial section, and the same numbering has been used in 1987. In order to enable the reader to make easy comparisons of the present data with those of previous years, a conversion chart for the same tables in earlier report years is again presented as Appendix I.

FUNDING: AMOUNTS AND SOURCES

A total income of $42,645,479 was reported by the 54 schools; this represents an average income of $789,731, as shown in Table IV-1. Funding for the schools ranged from a high of $3,154,847 to a low of $259,913. The median income in 1985/86 was $675,411.

Table IV-1

EIGHT-YEAR FUNDING LEVELS

Year	N	Total Income	Average Income	Increase
1978/79	55	$ 29,673,014	$ 539,509	10.7%
1979/80	57	31,670,446	555,622	3.0
1980/81	68	38,722,203	569,444	2.5
1981/82	65	39,610,756	609,396	7.0
1982/83	61	40,646,371	666,334	9.0
1983/84	64	43,749,612	683,588	2.6
1984/85	56	40,026,720	714,763	4.6
1985/86	54	42,645,479	789,731	10.5

(N = Number of schools reporting total income)

The average income continues to increase; however, in 1985/86, the rate of increase substantially improved over that of the previous two years. The increase in the average income was 10.5 percent--the highest increase since 1978/79 and only the fourth increase over 4.6 percent in the eight year period. A review of the percentage of increase or decrease for individual schools is reported in Table IV-2.

Table IV-2

PERCENTAGE OF INCREASE/DECREASE IN INCOME

N = 52

Percentage	Increase	Decrease
1-5	10	12
6-10	9	3
11-15	6	2
16-20	3	1
21-25	1	-
26-30	-	-
31-35	4	-
36-40	1	-

The majority of schools receiving increases continues to fall in the 1-10 percent range, with slightly more in the 1-5 percent range in 1985/86 (1984/85: more in the 6-10 percent range). Of concern is the considerable increase in the number of schools with decreases in their budgets. In 1985/86, 18 schools reported decreases ranging from 1 to 17 percent (1984/85: 11 ranging from 1-20 percent). Of the 18 schools reporting decreases, 12 were in the 1-5 percent range.

The frequency distribution of the total income for ALA-accredited schools is contained in Table IV-3, which shows an increase of three schools reporting incomes over $1,000,000 (14 in 1985/86; 11 in 1984/85). At the lower end of the spectrum is a considerably lower percentage of schools reporting incomes under $600,000: 44 percent in 1985/86 as opposed to 52 percent in 1984/85.

Table IV-3

FREQUENCY DISTRIBUTION OF TOTAL INCOME

N = 54

$ 3,100,000+	1
3,000,000+	-
2,900,000+	-
2,800,000+	-
2,700,000+	-
2,600,000+	-
2,500,000+	-
2,400,000+	-
2,300,000+	-
2,200,000+	-
2,100,000+	-
2,000,000+	-
1,900,000+	-
1,800,000+	-
1,700,000+	2
1,600,000+	-
1,500,000+	1
1,400,000+	1
1,300,000+	1
1,200,000+	2
1,100,000+	5
1,000,000+	1
900,000+	1
800,000+	2
700,000+	7
600,000+	6
500,000+	4
400,000+	12
300,000+	7
200,000+	1
100,000+	-

In Table IV-4, the sources of funds for member schools are described for the eight-year period 1978/79 - 1985/86. Although the largest percentage of funding continues to come from the parent institution, there has been a slight decrease in that percentage. This decrease is consistent with the pattern established in 1982/83 after the high established in 1981/82. Only in 1984/85 has there been any increase in the percentage of funding from the parent institution. The percentage of federal funding continues the decline which has been consistent since 1978/79. On the other hand, the percentage of income from "other" sources reached its highest level in the eight-year period--from 2.96 percent in 1978/79 to 7.10 percent in 1985/86.

Table IV-4

SOURCES OF FUNDS, 1978/79 - 1985/86

		Parent Institution		Federal Funds		Other	
Year	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total
1978/79	55	$ 459,025	85.08	$ 64,513	11.96	$ 15,836	2.96
1979/80	57	486,157	87.50	43,982	7.90	25,572	4.60
1980/81	68	500,008	88.67	40,871	7.25	23,008	4.08
1981/82	65	553,696	90.85	29,731	4.87	25,968	4.28
1982/83	61	584,903	87.78	47,614	7.15	33,817	5.07
1983/84	64	597,431	87.40	42,028	6.15	44,129	6.45
1984/85	56	634,794	88.81	39,585	5.54	40,384	5.65
1985/86	54	691,888	87.61	41,738	5.29	56,105	7.10

Table IV-5 depicts the frequency distribution of income from the parent institutions in 1985/86. These figures ranged from a high of $2,668,361 to a low of $255,313. Only two schools reported support from the parent institution in amounts under $300,000 as opposed to four schools in 1984/85 and ten schools in 1983/84. Only ten schools reported support in amounts under $400,000 as opposed to 13 in 1984/85. Conversely, ten schools reported support in amounts over $1,000,000 as opposed to only five in 1984/85. Of these ten, eight schools were from the United States and two from Canada.

Table IV-5

FREQUENCY DISTRIBUTION OF INCOME FROM PARENT INSTITUTION

N = 54

$ 2,600,000+	1
2,500,000+	-
2,400,000+	-
2,300,000+	-
2,200,000+	-
2,100,000+	-
2,000,000+	-
1,900,000+	-
1,800,000+	-
1,700,000+	1
1,600,000+	-
1,500,000+	1
1,400,000+	-
1,300,000+	-
1,200,000+	1
1,100,000+	2
1,000,000+	4
900,000+	1
800,000+	4
700,000+	2
600,000+	9
500,000+	4
400,000+	14
300,000+	8
200,000+	2
100,000+	-

Schools were again asked to indicate if there was any special basis for receiving funding from the parent institution, such as FTE, credit hours generated, or head count. Table IV-6 provides the responses from the ALA-accredited schools.

Table IV-6

BASIS FOR FUNDING FROM PARENT INSTITUTION

	YES
FTE	13
Credit Hours	13
Head Count	7
Other	15

(Does not add up to 54. Not all schools responded and some schools indicated more than 1 basis.)

Although fewer schools reported federal funding in 1985/86, the average amount increased approximately $5,000. Even so, the amount of federal funding available has decreased significantly from the high of $98,561 in 1978/79 and continues to point up the necessity for locating alternative forms of additional funding.

Table IV-7

AVERAGE FEDERAL FUNDING, 1978/79-1985/86
(Excludes those who reported no federal funding)

Year	Number*	Average Amount
1978/79	36/55	$ 98,561
1979/80	39/57	64,149
1980/81	41/68	56,738
1981/82	39/65	49,552
1982/83	35/61	82,984
1983/84	44/64	61,131
1984/85	41/56	54,068
1985/86	38/54	59,312

*Indicates actual number of schools receiving funds/total number reporting.

The range of federal funds in 1985/86 went from a high of $275,003 to a low of $1,952 (1984/85: $293,449 to $475). The median federal funding in 1985/86 was $28,000 (1984/85: $21,785). Table IV-8 reports the frequency distribution of income from federal funding.

Table IV-8

FREQUENCY DISTRIBUTION OF INCOME FROM FEDERAL FUNDING

N = 38

$ 700,000+	-
600,000+	-
500,000+	-
400,000+	-
300,000+	-
200,000+	4
100,000+	3
90,000+	-
80,000+	1
70,000+	-
60,000+	1
50,000+	2
40,000+	2
30,000+	4
20,000+	6
10,000+	8
9,000+	-
8,000+	5
7,000+	-
6,000+	-
5,000+	-
4,000+	-
3,000+	-
2,000+	1
1,000+	1
900+	-
800+	-
700+	-
600+	-
500+	-
400+	-
300+	-
200+	-
100+	-

Differences in income between schools with doctoral programs and those without continue to be examined in the present report. Table IV-9 shows that the total mean income for schools with doctoral programs continues to be more than two times as high as that of schools not offering the doctorate. It also underscores the greater dependence on funding from the parent institution for schools without doctoral programs. Schools offering the doctorate have an average of more than 15 percent of their budgets coming from a combination of federal and other sources; these funding sources represent less than nine percent of the funding of the schools without doctoral programs.

Table IV-9

SOURCES OF FUNDS FOR SCHOOLS WITH/WITHOUT DOCTORAL PROGRAMS, 1985/86

		Parent Institution		Federal Funds		Other		Total Income
Category	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Doctoral Program	21	$ 1,002,640	84.89	$ 73,002	6.18	$ 105,433	8.93	$ 1,181,075
No Doctorate	33	494,138	91.39	21,842	4.04	24,713	4.57	540,693

Income data for the ALA-accredited schools were first examined by geographic regions in 1982/83, and these data are again presented in 1985/86 according to the regional listings used by the American Library Association's Committee on Accreditation. Table IV-10 reports these data.

Table IV-10

REGIONAL DISTRIBUTION OF TOTAL AVERAGE INCOME
FOR 1985/86

		Parent Institution		Federal Funds		Other		Total Income
Region	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Canada	7	$ 910,171	94.63	$ 31,828	3.31	$ 19,790	2.06	$ 961,789
Northeast	13	833,731	83.96	69,277	6.98	90,006	9.06	993,014
Southeast	13	580,096	86.93	56,239	8.43	30,959	4.64	667,294
Midwest	11	640,292	89.84	19,591	2.75	52,830	7.41	712,713
Southwest	5	555,565	82.61	18,544	2.76	98,421	14.63	672,530
West	5	557,995	89.24	18,228	2.92	49,065	7.84	625,288

Northeastern US schools continue to receive a higher percentage of their average total income from federal funding and other sources than do their counterparts in other areas of the US. The schools in this area also continue to report the highest average incomes in the US. All regions of the US showed a reduction in federal funding with the exception of the southeast which increased from 7.54 percent to 8.43 percent of the total income. With the exception of the midwest region, all other areas showed less dependence on funding from the parent institution and a greater emphasis on "other" sources. The greatest jump came in the southwest which went from 2.49 percent to 14.63 percent of the budget represented by other sources.

EXPENDITURES: TYPES AND AMOUNTS

The 1985/86 expenditures by category for member schools are shown in Table IV-11, along with mean expenditures, ranges, and percent of total.

Table IV-11

1985/86 EXPENDITURES OVER SEVEN MAJOR CATEGORIES

N = 54

Category	Amount	Average	% of Total	High	Low
Salaries and Wages	$31,942,447	$591,527	75.79	$2,332,548	$243,350
Teaching and Admin.	4,447,970	82,369	10.55	340,000	7,900
Library	404,390	7,489	.96	105,301	949
Research	1,340,996	24,833	3.18	319,536	850
Student Aid	2,765,431	51,212	6.56	326,000	600
Continuing Education	465,248	8,616	1.11	213,847	400
Other	778,935	14,425	1.85	177,809	10
TOTAL	$42,145,417	$780,471	100.00		

A comparison of these figures with those reported for 1984/85 shows changes in certain categories: increases are noted in expenditures for Salaries and Wages, Teaching and Administration, and Research; decreases are seen in expenditures for Library Support, Student Aid, Continuing Education, and Other. Salaries and Wages showed the largest increase, 2.59 percent.

Questions relating to the library and information science library facilities were included again in 1985/86. Schools were asked to indicate if they had a separate library; whether the library received its major support from the school; whether the librarian was funded by the school; and if the library was administratively a part of the main library. Table IV-12 displays the responses.

Table IV-12

LIBRARY FACILITIES IN 1985/86

	Separate	Major Support from Library School	Funding for Librarian from Library School	Part of Main Library
Yes	28	7	8	22
No	25	35	33	10

Table IV-13 shows the amount of support given to the library by those schools which reported library support as a direct budget line.

Table IV-13

LIBRARY SUPPORT FROM SCHOOLS IN 1985/86

	Non-Personnel (N = 16)	Personnel (N = 16)
Mean	$ 25,274	$ 66,257
Median	13,498	32,492
High	105,301	290,394
Low	949	4,000

Schools were asked to indicate the allocation of salaries and wages among four categories: faculty, specialist, clerical, and students. Table IV-14 provides the distribution for all schools plus a comparison for those with and without doctoral programs.

Table IV-14

ALLOCATION OF SALARIES AND WAGES, 1985/86

	Faculty			Specialist			Clerical		Students		
	Total	Mean	% of Total	Total	Mean	% of Total	Total	Mean	Total	Mean	% of Total
All Schools (N = 54)	$25,240,806	$467,422	79.02	$2,048,472	$37,935	6.41	$2,753,651	$50,993	$1,899,518	35,176	5.95
Doctoral Program (N = 21)	13,700,807	652,419	74.99	1,605,804	76,466	8.79	1,719,232	81,868	1,244,639	59.268	6.81
No Doctoral Program (N = 33)	11,539,999	349,697	84.41	442,668	13,414	3.24	1,034,419	31,346	654,879	19,845	4.79

The figures show a considerable increase in 1985/86 in the Faculty mean: $467,422 in $1985/86 as opposed to $418,952 in 1984/85. Increases were also seen in the Specialist and Students categories. The increase in the Students category reversed the three-year decline that had been observed. Although schools with doctoral programs do allocate more of the salary budget to the Specialist and Students categories, there was very little change in the figures from the previous year.

A review of the teaching and administration expenses by category is provided in Table IV-15.

Table IV-15

TEACHING AND ADMINISTRATION EXPENSES

Category	Mean	High	Low
Supplies (N = 53)	$ 9,666	$ 36,581	$ 1,027
Communication (N = 45)	14,016	83,298	1,091
Equipment (N = 50)	18,856	150,423	400
Travel (N = 52)	8,338	50,075	439
Computing (N = 45)	11,252	53,560	120
Printing and Duplication (N = 44)	5,546	17,243	500
Dues (N = 42)	930	3,745	97
Insurance (N = 8)	12,851	101,496	9
Advertising (N = 26)	1,245	5,727	57
Other (N = 33)	20,544	133,301	475

As would be expected, equipment, communication, computing, and supplies continue to be major components of these expenses. Expenses for computing are in third place and have gained ground on the supplies category which has declined by about $700. The figures for insurance are misleading and do not represent major expenses for many of the schools. The mean is very high because of the high costs incurred by one of the eight institutions reporting.

All categories of expenditures were examined for schools with and without doctoral programs, and these results are depicted in Table IV-16.

Table IV-16

CATEGORIES OF EXPENDITURES FOR SCHOOLS WITH/WITHOUT DOCTORAL PROGRAMS IN 1985/86

	Salaries		Teaching and Administration		Library		Research	
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean	% of Total
Doctoral Program (N = 21)	$ 870,023	75.07	$117,972	10.18	$ 15,800	1.36	$ 41,768	3.60
No Doctoral Program (N = 33)	414,302	76.78	59,714	11.07	2,199	0.41	14,056	2.60

	Student Aid		Continuing Education		Other		Total
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean
Doctoral Program (N = 21)	$ 85,122	7.35	$ 4,456	0.38	$ 23,811	2.06	$ 1,158,952
No Doctoral Program (N = 33)	29,633	5.49	11,263	2.08	8,451	1.57	539,618

The percentage of expenditures allocated to the various categories in 1985/86 remained very close to the percentages in 1984/85. Increases were present for Salaries, Teaching and Administration, and Research for both categories of schools. Although doctoral programs reported an increase in the percentage allotted for Student Aid, the schools with no doctoral program reported a decrease of almost 2.5 percentage points (5.49 percent in 1985/86 and 7.93 percent in 1984/85).

Computing costs for member schools were again examined in 1985/86, and they continue to show great variation. These figures are presented in Table IV-17.

Table IV-17

COMPUTING COSTS

	Mean	High	Low
All Schools (N = 45)	$ 11,252	$ 53,560	$ 120
Doctoral Programs (N = 19)	15,321	53,560	2,734
No Doctoral Program (N = 26)	8,278	27,772	120

Schools with doctoral programs continue to have significantly higher expenditures for computing costs. Although all of the means showed increases over 1984/85, the mean for schools without doctoral programs increased only by $21. It should be noted that two of the doctoral schools reported no expenses for computing costs as a part of their regular budgets; this expenditure is provided by the institution in other ways. Of the programs with only master's programs reporting expenditures, seven reported no computing costs. Of these seven, four reported support from the institution for computing costs. The wide disparity among the schools in their ability to be able to provide students with the computer opportunities that they need continues to be disturbing.

Travel expenditures are reported in Table IV-18.

Table IV-18

TRAVEL COSTS

	Mean	High	Low
All Schools (N = 52)	$ 8,338	$ 50,075	$ 439
Doctoral Programs (N = 20)	12,120	50,075	640
No Doctoral Program (N = 32)	5,974	13,218	439

Travel expenditures in 1985/86 are very similar to those in previous years. The actual means have increased slightly for both categories of schools, but 35 of the schools report travel expenditures under $7,600.

SUMMARY

Although more schools reported budget decreases in 1985/86, the financial picture overall continues to be relatively healthy. The 10.5 percent increase in average income was the highest increase recorded since 1978/79. As has been noted each year, the lack of federal funding remains a source of serious concern.

Tables IV-19 and IV-20 present the complete income and expenditure figures for the ALA-accredited schools who responded to the survey.

Table IV-19

TOTAL INCOME AND SOURCE, 1985/1986

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Sources of Funds
Alabama	$ 652,094	$ 29,690	$ -	$ -	$ -	$ -	$ 681,784
Albany	687,891	16,000	-	-	-	5,900	709,791
Alberta	699,768	-	-	-	-	-	699,768
Arizona	469,049	-	-	-	-	-	469,049
Atlanta	294,298	117,520	-	1,000	-	-	412,818
Brigham Young	371,422	-	-	-	-	-	371,422
British Columbia	647,785	-	-	27,626	-	-	675,411
Buffalo	479,350	28,000	-	-	-	-	507,350
California, Berkeley	1,150,157	8,000	-	27,603	3,000	6,103	1,194,863
*California, L.A.	1,215,601	29,226	-	21,328	56,145	1,000	1,323,300
Catholic	-	-	-	-	-	-	-
Chicago	-	-	-	-	-	-	-
Clarion	-	-	-	-	-	-	-
Columbia	805,000	158,000	80,000	116,000	-	34,000	1,193,000
Dalhousie	456,604	-	470	2,080	3,956	36,682	499,792
Drexel	-	-	-	-	-	-	-
Emory	613,795	-	7,235	8,700	-	-	629,730
Emporia Kansas	472,529	1,952	7,905	8,600	-	1,850	492,836
Florida State	773,681	20,000	-	2,480	11,797	-	807,958
Hawaii	380,753	32,861	-	-	-	-	413,614

*Not received in time to be included in narrative.

Table IV-19 (continued)

TOTAL INCOME AND SOURCE, 1985/1986

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Sources of Funds
Illinois	792,947	67,985	1,000	33,820	117,420	100,781	1,113,953
Indiana	1,019,844	-	-	3,150	-	20,716	1,043,710
Iowa	333,594	16,000	9,846	1,813	20,524	13,450	395,227
Kent	684,234	8,000	82,952	-	1,250	3,000	779,436
Kentucky	686,540	17,393	-	-	41,251	3,000	748,184
Long Island	411,369	12,000	-	-	-	2,485	425,854
Louisiana	449,108	8,000	-	-	-	-	457,108
Maryland	1,081,899	53,535	51,565	7,968	-	65,077	1,260,044
McGill	460,057	-	-	-	-	12,568	472,625
Michigan	1,079,949	20,000	10,474	1,016	-	37,884	1,149,323
Missouri	580,364	19,006	1,500	100	-	15,942	616,912
Montreal	836,845	38,511	-	-	-	-	875,356
North Carolina	1,260,588	221,497	-	38,297	8,743	57,805	1,586,930
North Carolina Central	-	-	-	-	-	-	-
North Carolina at Greensboro	255,313	-	4,600	-	-	-	259,913
North Texas	523,021	18,106	-	-	-	1,897	543,024
Northern Illinois	334,136	-	-	-	-	-	334,136
Oklahoma	331,463	38,614	-	2,800	-	26,300	399,177
Peabody	443,247	16,000	-	27,000	-	-	486,247
Pittsburgh	2,668,361	40,000	400	65,500	115,764	264,822	3,154,847

Table IV-19 (continued)

TOTAL INCOME AND SOURCE, 1985/1986

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Sources of Funds
Pratt	362,423	2,839	-	-	-	-	365,262
Queens	358,621	-	-	-	-	3,540	362,161
Rosary	454,040	-	5,705	-	-	6,000	465,745
Rutgers	1,072,347	257,113	-	10,000	62,423	-	1,401,883
St. John's	432,352	28,000	-	-	-	-	460,352
San Jose	381,635	-	-	-	-	-	381,635
Simmons	1,150,935	87,136	10,540	57,486	16,000	62,480	1,384,577
South Carolina	604,005	8,000	5,400	18,212	11,613	2,042	649,272
South Florida	401,456	-	12,035	2,500	-	-	415,991
Southern Connecticut	527,364	-	18,739	-	-	-	546,103
Southern Mississippi	640,192	18,000	119,238	-	-	16,200	793,630
Syracuse	800,597	217,977	16,390	76,810	20,305	5,887	1,137,966
Tennessee	466,937	275,003	3,321	-	-	-	745,261
Texas	992,241	8,000	18,328	44,822	16,179	160,000	1,239,570
Texas Woman's	462,052	28,000	-	221,277	-	500	711,829
Toronto	1,728,433	-	5,061	-	15,000	-	1,748,494
Washington	506,009	50,278	10,441	17,300	122,838	58,039	764,905
Western Ontario	1,541,708	184,282	-	-	-	35,089	1,761,079
Wisconsin - Madison	814,005	36,196	-	1,250	10,052	47,855	909,358
Wisconsin - Milwaukee	477,566	46,368	-	2,279	-	13,001	539,214

Table IV-20

TOTAL EXPENDITURES, 1985/1986

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Alabama	$ 517,334	$ 54,981	$ 9,940	$ 55,750	$ -	$ -	$ 43,779	$ 681,784
Albany	655,857	43,331	3,726	8,000	950	-	-	711,864
Alberta	626,105	69,653	-	950	-	3,090	-	699,798
Arizona	465,592	30,457	-	-	-	-	-	496,049
Atlanta	273,567	45,337	42,407	42,900	-	8,615	-	412,826
Brigham Young	341,723	29,854	-	-	-	-	-	371,577
British Columbia	616,806	44,475	-	-	-	10,848	-	672,129
Buffalo	421,251	72,009	-	14,000	-	-	-	507,260
California, Berkeley	923,407	131,826	21,037	5,907	-	949	10	1,083,136
*California, L.A.	1,071,596	146,743	21,213	21,328	41,341	20,079	1,000	1,323,300
Catholic	-	-	-	-	-	-	-	-
Chicago	-	-	-	-	-	-	-	-
Clarion	-	-	-	-	-	-	-	-
Columbia	597,000	340,000	-	326,000	-	-	157,000	1,420,000
Dalhousie	415,841	44,417	3,956	32,482	-	-	-	496,696
Drexel	-	-	-	-	-	-	-	-
Emory	312,130	23,523	-	254,455	5,285	34,337	-	629,730
Emporia Kansas	446,572	27,909	-	5,450	9,755	-	3,050	492,736
Florida State	734,482	40,429	20,147	10,000	1,650	-	-	806,708
Hawaii	360,531	29,415	-	23,667	-	-	-	413,613

*Not received in time to be included in narrative.

Table IV-20 (continued)

TOTAL EXPENDITURES, 1985/1986

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Illinois	715,028	79,521	117,420	134,792	-	-	92,672	1,139,433
Indiana	780,496	74,889	-	188,325	-	-	-	1,043,710
Iowa	297,325	44,706	-	43,350	9,846	-	-	395,227
Kent	489,640	159,598	1,250	47,669	50,677	-	6,888	755,722
Kentucky	572,845	56,340	1,393	117,156	-	-	450	748,184
Long Island	400,994	24,860	-	-	-	-	-	425,854
Louisiana	378,754	70,354	-	-	-	-	-	449,108
Maryland	1,033,162	98,040	33,730	21,279	47,699	26,134	-	1,260,044
McGill	417,036	38,747	-	7,600	-	-	1,985	465,368
Michigan	722,047	137,031	-	273,303	6,098	-	-	1,138,479
Missouri	443,606	70,290	-	20,106	1,500	-	81,410	616,912
Montreal	696,308	177,069	16,640	-	-	-	14,958	904,975
North Carolina	1,005,561	153,282	-	188,428	-	-	177,809	1,525,080
North Carolina Central	-	-	-	-	-	-	-	-
North Carolina at Greensboro	243,350	11,963	-	-	4,600	-	-	259,913
North Texas	445,486	72,961	-	13,081	-	11,496	-	543,024
Northern Illinois	285,419	27,480	-	-	26,475	-	-	339,374
Oklahoma	329,611	44,922	21,844	2,800	-	-	-	399,177
Peabody	293,852	70,690	-	123,000	-	-	-	487,542
Pittsburgh	2,332,548	333,165	148,184	79,010	400	-	35,488	2,928,796

Table IV-20 (continued)

TOTAL EXPENDITURES, 1985/1986

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Pratt	286,155	59,508	2,839	16,760	-	-	-	365,262
Queens	283,741	7,900	16,000	25,400	-	9,000	3,540	345,581
Rosary	384,967	48,028	-	-	-	-	-	432,995
Rutgers	999,491	47,856	319,536	20,000	-	5,000	-	1,391,883
St. John's	267,588	109,632	34,000	46,979	2,153	-	-	460,352
San Jose	311,635	64,995	850	600	-	-	-	378,080
Simmons	819,551	265,318	103,076	121,000	7,646	53,000	4,446	1,374,037
South Carolina	427,097	196,723	15,099	5,700	2,046	-	-	646,665
South Florida	367,580	18,164	-	18,212	12,035	-	-	415,991
Southern Connecticut	462,377	55,294	3,000	-	18,739	6,692	-	546,102
Southern Mississippi	502,030	59,753	-	18,000	213,847	-	-	793,630
Syracuse	700,728	108,103	13,431	223,079	10,573	22,231	-	1,078,145
Tennessee	385,505	67,486	275,003	14,000	3,321	-	-	745,315
Texas	1,105,824	57,898	-	57,811	18,328	-	-	1,239,861
Texas Woman's	418,730	32,610	-	19,800	-	15,500	-	486,640
Toronto	1,552,154	136,230	-	-	500	59,610	-	1,748,494
Washington	473,023	72,121	15,922	70,560	10,441	-	122,838	764,905
Western Ontario	1,423,617	133,806	68,137	1,850	684	105,301	27,684	1,761,079
Wisconsin - Madison	782,695	53,759	32,429	2,960	-	32,587	4,928	909,358
Wisconsin - Milwaukee	396,693	79,261	-	63,260	-	-	-	539,214

Schools were also asked to indicate areas in which they received direct benefit and for which their budgets were not charged. Table IV-21 shows the schools reporting these additional benefits and the amounts accruing from them.

Table IV-21

INSTITUTIONAL BENEFITS

Alabama	$ -	Missouri	$ -
Albany	15,500	Montreal	-
Alberta	52,480	North Carolina	265,743
Arizona	40,000	North Carolina Central	-
Atlanta	49,096	North Carolina at Greensboro	-
Brigham Young	19,413	North Texas	6,200
British Columbia	20,384	Northern Illinois	32,785
Buffalo	37,000	Oklahoma	1,400
California, Berkeley	203,538	Peabody	-
California, L.A.	49,891	Pittsburgh	801,777
Catholic	-	Pratt	-
Chicago	-	Queens	20,000
Clarion	-	Rosary	45,350
Columbia	226,000	Rutgers	208,000
Dalhousie	10,000	St. John's	71,200
Drexel	-	San Jose	-
Emory	-	Simmons	165,191
Emporia Kansas	5,773	South Carolina	36,600
Florida State	-	South Florida	-
Hawaii	29,900	Southern Connecticut	-
Illinois	-	Southern Mississippi	-
Indiana	-	Syracuse	47,425
Iowa	62,699	Tennessee	28,000
Kent	-	Texas	-
Kentucky	81,892	Texas Woman's	-
Long Island	-	Toronto	-
Louisiana	-	Washington	13,000
Maryland	29,200	Western Ontario	-
McGill	108,975	Wisconsin - Madison	-
Michigan	108,625	Wisconsin - Milwaukee	80,800

NON-ALA ACCREDITED SCHOOLS

Although seven of the non-ALA accredited schools returned survey forms, only four provided complete data. The income and expenditure figures are presented in Tables IV-22 and IV-23. No attempt has been made to analyze them.

Table IV-22

SOURCES OF INCOME OF NON-ALA ACCREDITED SCHOOLS, 1985/1986

School	Parent	Federal	Other	Total
Bowling Green	$ -	-	-	-
Bridgewater	-	-	-	-
Chicago St.	176,095	-	-	176,095
Kutztown	-	-	-	-
Rhode Island	358,082	-	1,734	359,816
Sam Houston St.	297,234	-	14,392	311,626
Wayne	498,462	-	56,034	554,496

Table IV-23

TOTAL EXPENDITURES OF NON-ALA ACCREDITED SCHOOLS, 1985/1986

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Bowling Green	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Bridgewater	-	-	-	-	-	-	-	-
Chicago St.	162,895	4,500	2,700	6,000	-	-	-	176,095
Kutztown	128,000	2,325	-	6,800	-	-	-	137,125
Rhode Island	313,530	35,810	-	5,434	1,200	-	3,500	359,474
Sam Houston St.	281,403	27,116	-	3,110	-	-	-	311,629
Wayne	335,811	131,686	6,500	48,034	1,500	30,965	-	554,496

Appendix I

CONVERSION CHART FOR TABLES IN PREVIOUS REPORTS

Brief Title	1987	1986	1985	1984	1983	1982	1981	1980
Funding Levels	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1
Increase/Dec.	IV-2	IV-2	IV-1a	IV-1a	-	-	-	-
Freq. Dist. Inc.	IV-3	IV-3	IV-2	IV-2	IV-2	Fig. IV-1	Fig. IV-1	Fig. IV-1
Sources/Funds	IV-4	IV-4	IV-3	IV-3	IV-3	IV-2	IV-2	IV-2
Freq. Dist. Par.	IV-5	IV-5	IV-4	IV-4	IV-4	-	-	-
Funding Basis	IV-6	IV-6	IV-4a	-	-	-	-	-
Av. Fed. Funding	IV-7	IV-7	IV-5	IV-5	IV-5	IV-3	IV-3	IV-3
Freq. Dist. Fed.	IV-8	IV-8	IV-5a	-	-	-	-	-
Sources Ph.D.	IV-9	IV-9	IV-7	IV-7	IV-7	-	-	IV-5
Reg. Dist. Inc.	IV-10	IV-10	IV-7a	IV-7a	-	-	-	-
Annual Exp.	IV-11	IV-11	IV-8	IV-8	IV-8	IV-5	IV-5	IV-6
Library Facil.	IV-12	IV-12	IV-8a	-	-	-	-	-
Library Supp.	IV-13	IV-13	IV-8b	IV-6	IV-6	IV-4	IV-4	-
Sal./Wages All.	IV-14	IV-14	IV-9 rev.	IV-9	IV-9	IV-6	IV-6	IV-8
Teach/Admin Exp.	IV-15	IV-15	IV-9a	-	-	-	-	-
Exp. Ph.D.	IV-16	IV-16	IV-10	IV-10	IV-10	-	-	-
Computing	IV-17	IV-17	IV-10a	IV-10a	-	-	-	-
Travel	IV-18	IV-18	IV-10b	IV-10b	-	-	-	-
Total Income	IV-19	IV-19	IV-11 rev.	IV-11	IV-11	IV-7	IV-7	IV-9a
Total Expend.	IV-20	IV-20	IV-12	IV-12	IV-12	IV-9	IV-9	IV-10a
Inst. Benefits	IV-21	IV-21	IV-12a	IV-12a	-	-	-	-
Income/Assoc.Mem.	IV-22	-	IV-13	IV-13	IV-13	IV-8	IV-8	IV-9b

Appendix I (continued)

CONVERSION CHART FOR TABLES IN PREVIOUS REPORTS

Brief Title	1987	1986	1985	1984	1983	1982	1981	1980
Exp./Assoc.Mem.	IV-23	-	IV-14	IV-14	IV-14	IV-10	IV-10	IV-10b
Regress/Anal.	-	-	-	-	-	-	IV-5b	-
Mean Inc./Lib.	-	-	-	-	-	IV-4	IV-4	IV-4
Sals/Wages Alloc Member Schools Supp;Ph.D.;Priv/pub	-	-	-	-	IV-15	-	-	-

CONTINUING PROFESSIONAL EDUCATION

by Darlene E. Weingand

This section includes information on continuing education activities and how they were managed for the 1985-86 year. Only events which were designed and offered primarily for the audience of practicing information professionals are reported. Programming offered primarily as part of a degree program is excluded and can be found in the curriculum section of this volume.

Of the 63 library and information studies education programs which were ALA programs through any part of the 1985-86 academic year, 58 reported to this section of the questionnaire. The reply rate (92%) is a three percent increase over the previous year's response, but remains five percent below the response of two years ago. Five schools [Case Western Reserve, Catholic, Chicago, Clarion, and Southern California] did not respond to the questionnaire. [It should be noted that the library education programs at Case Western and Southern California have, or are in the process of being, discontinued.]

Of the 58 schools which responded, 44 schools (76%) indicated that continuing education events were offered during the reporting year. This represents a crop of four percent from the previous year and ten percent from two years ago.

Of the ALISE member institutions who did not have ALA programs during any portion of 1985-86, six schools responded to the questionnaire, but only one reported continuing education activities.

Table V-1 lists by the number of continuing education events offered during the 1985-86 year, the total contact hours of instruction, and the total enrollments.

TABLE V-1: Number, Duration and Enrollment of NON-CREDIT Continuing Education Events in ALA Programs, 1985-86***

School	Number of events	Clock Hours	Enrollment
Alabama	*	*	*
Albany	3	37	*
Alberta	14	14	200
Arizona**	6	6	90
Atlanta	0	0	0
Brigham Young	0	0	0
British Columbia	0	0	0
Buffalo	4	6	120

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in ALA Programs, 1985-86 (cont'd)

School	Number of events	Clock Hours	Enrollment
California - Berkeley	0	0	0
California - Los Angeles	11	*	*
Case Western Reserve	NR		
Catholic	NR		
Chicago	NR		
Clarion	NR		
Columbia	17	325	210
Dalhousie	18	26	690
Drexel	2	8	220
Emory	1	80	20
Emporia	6	34.5	184
Florida State	2	42	335
Hawaii	14	*	473
Illinois	27	78	1500+
Indiana	0	0	0
Iowa	7	28	531
Kent	0	0	0
Kentucky	3	10	240
Long Island	1	6	150
Louisiana	5	13	450
Maryland	9	140	191
McGill	32	150.5	833
Michigan	11	105	249
Missouri	8	22	200

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in ALA Programs, 1985-86 (cont'd)

School	Number of Events	Clock Hours	Enrollment
Montreal	0	0	0
North Carolina - Chapel Hill	16	44	385
North Carolina Central	41	231	790
North Carolina - Greensboro	6	54	155
North Texas	0	0	0
Northern Illinois	5	73	311
Oklahoma	*	*	*
Peabody Vanderbilt	3	24	32
Pittsburgh	3	15	10
Pratt	2	20	10
Queens	0	0	0
Rhode Island	2	14	110
Rosary	8	52	77
Rutgers	15	170	314
St. Johns	13	48	700
San Jose	0	0	0
Simmons	3	183	174
South Carolina	22	108	366
South Florida	5	225	100
Southern California	NR		
Southern Connecticut	4	52	316
Southern Mississippi	12	223.5	983
Syracuse	2	12	350
Tennessee	11	61	127

TABLE V-1: Number, Duration and Enrollment of Continuing Education Events in ALA Programs, 1985-86 (cont'd)

School	Number of Events	Clock Hours	Enrollment
Texas	9	6.3	619
Texas Woman's	4	5.5	195
Toronto	9	61.5	211
Washington	5	38.5	289
Western Ontario	0	0	0
Wisconsin - Madison	70	657.8	1759
Wisconsin - Milwaukee	13	56	355

* Missing or incomplete data
** Does not categorize CE activities in same manner as ALISE
*** Forms returned but left blank are reported as 0.
NR No Response

Table V-2 is a comparison of the number of continuing education events from 1980-81 through 1985-86. The level of activity has picked up slightly in 1985-86. The current increase in activity, from 477 to 480 represents a one percent increase from 1984-85. The drop over the six year period is 20 percent.

TABLE V-2: Six-Year Comparison of Number of Continuing Education Events offered by ALA Programs

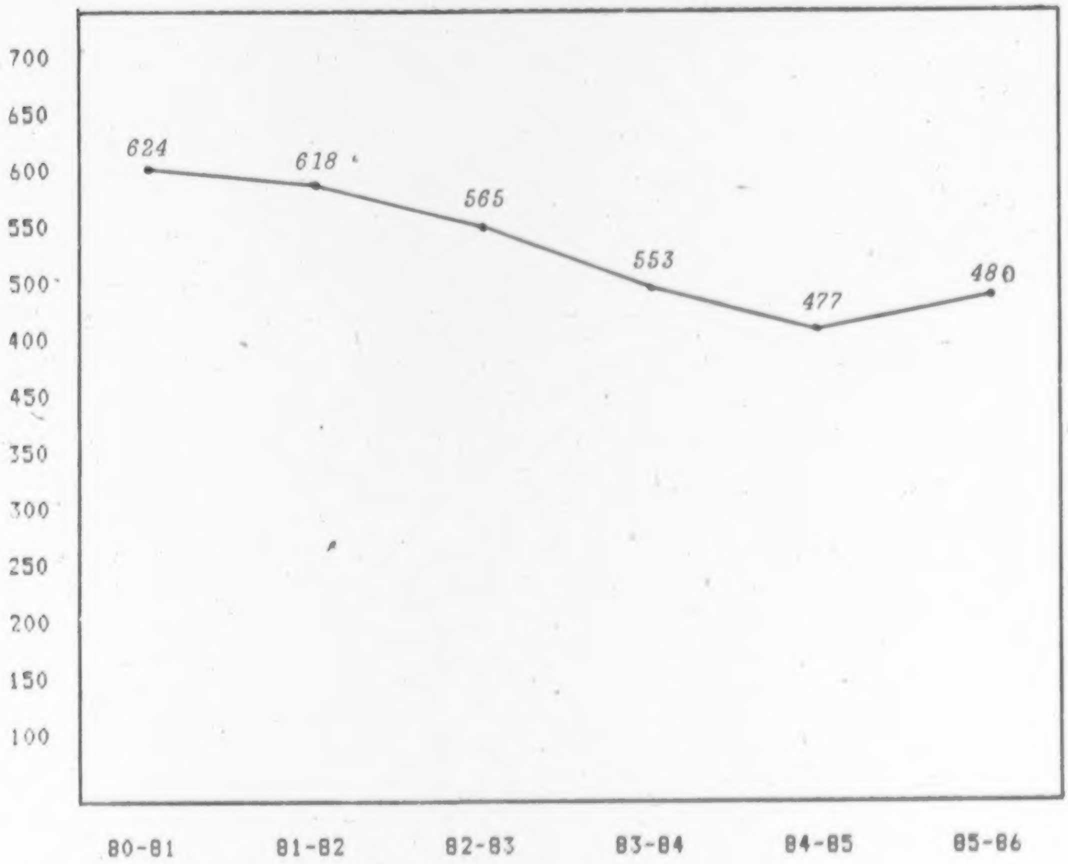


Table V-3 summarizes and compares the total continuing education activity by type with the total hours of instruction and total enrollments. A total of 480 continuing education activities were presented, occupying 3,361.35 hours of instruction to a total enrollment of 15,644. This represents a three percent decrease in the number of activities from 1984-85; a dramatic change in total number of clock hours [which the author believes represents a variance in reporting by the schools]; and a drop in total enrollment of 17 percent.

TABLE V-3: Summary of Number, Duration, Enrollment and Location of Continuing Education Events in ALA Programs*

Type of Event	No. of Schools Reporting	No. of Events Held	Total No. Clock Hours	Total Enrollment	No. Held On-Campus	No. Held Off-Campus	No. Delivered by Alternate Methods
Institute Symposium Conference Forum	27	73	793.75	4985	43	30	
Workshop	32	176	1101	4085	140	36	
Seminar	8	54	485.75	1166	50	4	
Colloquium/ Lecture	20	120	144.35	4109	120	0	
Short Courses	9	53	766.5	1181	40	13	
Tutorial	1	1	2	50			1
Semester length course	1	3	68	68			3
TOTALS		480	3,361.35	15,644	393	83	4

*Conservative figures since some date were unreported.

Table V-3 also includes location information in terms of events on or off campus, or distributed by alternative methods. A total of 393 events were held on-campus; 83 events were held off-campus; and four events were delivered by alternative methods: a tutorial teleconference by South Carolina and three semester-length [erroneously interpreted as "summer length" in previous volume] courses via teleconferencing by Wisconsin-Madison. It appears that most continuing education is still provided on-campus.

[Authors's comment: The reader will note that a number of the tables which appeared in the 1984-85 volume are missing from this year's chapter. It is the judgment of the author that the distribution of data is such that these tables would be relatively meaningless and, therefore, have been eliminated.]

Table V-4, which compares six years of data, shows changes over time in the level of activity. The major changes in types of events reported in 1985-86 were decreases in institutes and short courses and increases in workshops, seminars and colloquia. The single format that appears to have held its own in terms of numbers of schools reporting through the entire six year period is the colloquium/lecture. In terms of attendance, however, growth is occurring in the workshop and seminar formats, as well as in the colloquium format.

TABLE V-4: Six-year Comparison of Number of Continuing Education Events by type of Event in ALA Programs

Type of Event	No. of Schools Reporting						No. of Activities Held					
	80-81	81-82	82-83	83-84	84-85	85-86	80-81	81-82	82-83	83-84	84-85	85-86
Institute Symposium Conference Forum	54	48	25	26	30	27	161	121	70	64	92	73
Workshop	44	50	44	37	29	32	170	239	209	147	172	176
Seminar	18	15	15	12	11	8	52	64	58	31	40	54
Colloquium/ lecture	26	27	24	24	20	20	141	123	163	184	107	120
Short courses	23	18	13	11	8	9	67	53	55	68	62	53
Tutorial				1	1	1				8	1	1
Other	11	4	5	1	1	1	33	18	10	1	3	3
TOTAL							624	618	565	553	477	480

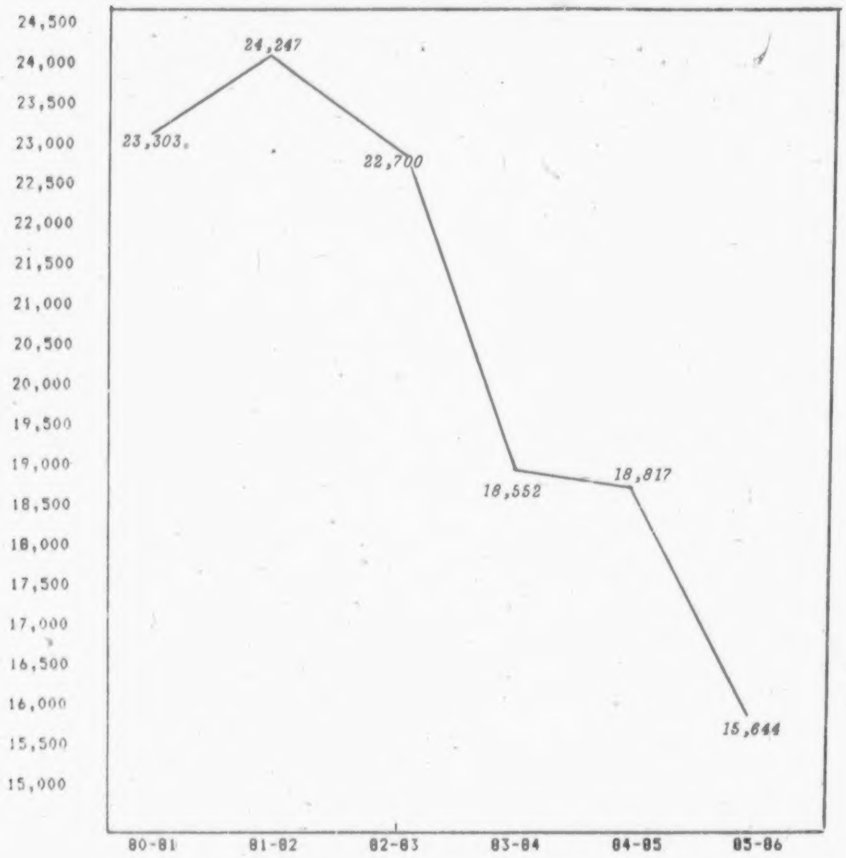
Table V-5 provides a five year comparison of enrollment by type of activity. The total enrollment has declined 17 percent since the last reporting, 35 percent since the peak year of 1981-82. The only event format showing an enrollment increase is the seminar, which is regaining some of the ground lost in the past two years. The institute et al has dropped by 47 percent over time and the workshop, which peaked between 1981 and 1983, has now reached a new low point. The short course has fluctuated over the six years and is now also relatively low.

TABLE V-5: Six-year Comparison of Continuing Education Enrollments in ALA Programs by Type of Event, 1980-86

Type of Event	80-81	81-82	82-83	83-84	84-85	85-86
Institute Symposium Conference Forum	9398	9998	5519	5410	5986	4985
Workshop	5106	8138	7014	5637	5871	4085
Seminar	2095	1556	2679	691	894	1156
Colloquium	4115	2882	6306	4815	4465	4109
Short courses	1252	1086	863	1697	1469	1181
Tutorial				270	3	50
Other	1337	597	319	32	129	68
TOTALS	23,303	24,247	22,700	18,552	18,817	15,544

Table V-6 plots the total enrollments for the six years for ease of comparison. The first three years of the period plotted holds fairly constant. Beginning in 1983, enrollments have declined sharply and this year has reached the lowest point of all years reported. This reality suggests that there are problems to be identified and addressed. Continuing education is more of an imperative for continued professional competence today than ever before, and yet the statistics are falling.

TABLE V-6: Six-year Comparison of Continuing Education Enrollments in ALA Programs



Of the 44 schools reporting continuing education activities, the following 17 schools (39 percent) awarded CEUs [a Continuing Education Unit = ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.]

Emporia
Florida State
Iowa
Kentucky
Long Island
Michigan

North Carolina Central
Rosary
Rutgers
St. John's
Simmons
South Carolina

Southern Connecticut
Pratt
Texas
Wisconsin-Madison
Wisconsin-Milwaukee

The following 27 schools did not report the awarding of CEUs.

Albany
Alberta
Arizona
Buffalo
California-LA
Columbia
Dalhousie
Drexel
Emory
Hawaii
Illinois
Louisiana State
McGill
Missouri
N. Illinois
N. Carolina
N.C. Greensboro
Peabody Vanderbilt
Pittsburgh
Rhode Island
S. Florida
S. Mississippi
Syracuse
Tennessee
Texas Women's
Toronto
Washington

The total CEUs awarded were not calculated since schools reported the information differently. The reporting form will need to be clarified.

For the fourth year, information was collected on credit courses which were designed and taught specifically for practitioners who were not enrolled in any degree program. Table V-7 provides a summary of this activity. Evening courses are missing from the table as no activity was reported. Thirteen schools (30 percent of the schools reporting continuing education activities) offered a total of 68 courses ranging from one to three credit hours and having a total enrollment of 633 (a decrease of 26 percent from last year). Table V-8 gives details for each of the 13 schools reporting continuing education credit course activity during the reporting year.

TABLE V-7: Summary of Credit Course Offerings for Continuing Education in ALA Programs, 1985-86*

Credit Activity	1 credit hour	1.5 credit hours	2 credit hours	3 credit hours	Total Enrol.	On Campus	Off Campus
1-2 Wk. short course	25		8	14	341	16	2
3-4 Wk. short course	1				30	1	
5-6 Wk. course		2		1	47	1	2
7+ Wk. course			3	11	160	4	10
Weekend	2				55	2	1
Other							
TOTALS	28	2	11	27	633	24	15

*Conservative figures since some data were unreported

TABLE V-8: Credit Course Offerings for Continuing Education in ALA Programs, 1985-86

School	Type of Credit	1 Credit	1.5 Credit	2 Credit	3+ Credit	Total Enrollment
Illinois	7 wk. +				3	25
Iowa	Weekend	1				53
Kent	1-2 wk.	19		8		*
Michigan	1-2 wk.	4				54
Missouri	Weekend	1				*
NC Greensboro	1-2 wk.	2				*
Pittsburgh	3 weekends				1	*
Rutgers	5-6 wk.		2			19
	7 wk. +			3	9	135
S. Connecticut	1-2 wk.				2	74
S. Mississippi	1-2 wk.				4	90
	5-6 wk.				1	28
Texas Woman's	1-2 wk.				1	55
Washington	1-2 wk.				6	68
	Weekend	1				2
Wisconsin-Madison	3-4 wk.	1				30

*Missing data

Table V-9 summarizes the target groups to which continuing education events were directed, reported in percentages by individual schools. Most schools market their courses in their local and state areas. However, 26 schools (60 percent) seek a regional market and 15 schools (34 percent) program for a national or international audience. [It is the author's opinion that, given the expanding global community, future questionnaires should separate the national and international category into two discrete categories.]

TABLE V-9: Geographic Target Groups for Continuing Education Events in ALA Programs, 1985-86

School	% Local	% State/ Province	% Regional	% National or Internat'l
Albany	85	10	5	
Alberta	90		10	
Arizona	90	10		
Brigham Young				
British Columbia				
Buffalo	90	10		
California-Los Angeles	*	*	*	*
Case Western Reserve				
Columbia	35			65
Dalhousie	85	10	5	
Drexel	70	20	10	
Emory	*	*	*	*
Emporia		100	3	
Florida State	10	20	40	30
Hawaii	85			
Illinois	20	20	30	30
Iowa	40	50	10	
Kent	59	31	4	6
Kentucky		100		
Long Island	95	5		
Louisiana	80	20		

*Data unavailable

TABLE V-9: Geographic Target Groups for Continuing Education Events in ALA Programs, 1985-86 (cont'd)

School	% Local	% State/ Province	% Regional	% National or Internat'l
Maryland	64	24	7	5
McGill	100			
Michigan	50	30	15	5
Missouri		100		
North Carolina-Chapel Hill	60	40		
North Carolina-Central	60	40		
North Carolina-Greensboro	50	50		
Northern Illinois	90	10		
Oklahoma	75	25		
Peabody-Vanderbilt	10	40	35	15
Pittsburgh	100			
Pratt		40	60	
Queens College	*	*	*	*
Rhode Island	75		25	
Rosary	100			
Rutgers	50	35	7	8
St. Johns	75	15	7	3
San Jose	*	*	*	*
Simmons	50	30	18	2
South Carolina	40	50	10	
South Florida	50	20	20	10
Southern Connecticut		100		
Southern Mississippi	10	50	30	10

TABLE V-9: Geographic Target Groups for Continuing Education Events in ALA Programs, 1985-86 (cont'd)

School	% Local	% State/ Province	% Regional	% National or Internat'l
Syracuse	75	20	5	
Tennessee	75	20	5	
Texas	57	38	2	3
Texas Woman's	95	5		
Toronto	60	10	25	5
Washington	35	60	5	
Wisconsin-Madison	15	63	20	2
Wisconsin-Milwaukee	90	10		

The responses to the question regarding financial support of continuing education activities in individual schools are provided in Table V-10. There is a marked erosion of institutional support as less dollars are being directed toward institutional funding of continuing education and more activities are becoming dependent upon fees and grants. In 1984-85, the mean percentage for institutional support was 31.7. In 1985-86, the mean is 29.1. In contrast, the mean for support through fees in 1984-85 was 61.4 and, in 1985-86, that mean has risen to 68.5.

TABLE V-10: Sources of Financial Support for Continuing Education in ALA Programs, 1985-86

School	Institutional	Federal Funds	Fees	Contracts /Grants	Other
Albany			100		
Alberta	100				
Arizona	100				
Buffalo	90				10 (Co-sponsoring Agencies)
California-Los Angeles			100		
Case Western			100		
Columbia			100		
Dalhousie	80		5	5	10 (Self-supporting fees or travel expenses)
Drexel	10		80	10	
Emory	25		75		
Emporia			60	40	
Florida State			70	30	
Hawaii			90	10	
Illinois	20		70	10	
Iowa	15		85		
Kent			100		
Kentucky	5		90	5	
Long Island			100		

*Data unavailable

TABLE V-10: Sources of Financial Support for
Continuing Education in ALA Programs, 1985-86 (cont'd)

School	Institutional	Federal Funds	Fees	Contracts /Grants	Other
Louisiana			100		
Maryland	60		40		
McGill	*		*	*	*
Michigan	50		50		
Missouri					State library
N.C.-Chapel Hill			100		
N.C.-Central	16	64	20		
N.C.-Greensboro			50	50	
Northern Illinois			100		
Oklahoma	*	*	*	*	
Peabody-Vanderbilt			100		
Pittsburgh	50		50		
Pratt			100		
Queens College	*	*	*	*	
Rhode Island			100		
Rosary			100		
Rutgers	50		50		
San Jose	*	*	*	*	
St. Johns	80		20		
Simmons	10		90		
South Carolina	15	5	80		
South Florida	80	10		10	
Southern Connecticut	60		40		
Southern Mississippi	5		95		

TABLE V-10: Sources of Financial Support for Continuing Education in ALA Programs, 1985-86 (cont'd)

School	Institutional	Federal Funds	Fees	Contracts /Grants	Other
Syracuse	50		50		
Tennessee	67		33		
Texas	19		73		8 (Endowed lectureship)
Texas Woman's	100				
Toronto	Staff salaries		all other costs		
Washington			50	50	
Wisconsin-Madison	40		60		
Wisconsin-Milwaukee	84		16		

As Table V-11 shows, most schools either negotiated fees or maintain a flat fee for outside instructors of noncredit activities. Faculty instructors of noncredit continuing education largely do so either as part of load or through negotiated compensation. There is no dominant pattern to the payment for credit instruction.

TABLE V-11: Summary of Methods of Determining Compensation for Continuing Education Program Faculty in ALA Programs, 1985-86

Method of Compensation	Number of Schools			
	School's Own Faculty		Outside Instructors	
	Credit	Noncredit	Credit	Noncredit
Negotiated	3	14	8	14
Flat Fee	6	10	7	16
Formula	5	4	4	2
Part of teaching load	5	14	0	1

Tables V-12 and V-13 provide detailed information on compensation methods for individual schools.

TABLE V-12: Methods of Determining Compensation for Non-Credit Continuing Education Faculty in ALA Programs, 1985-86

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	
Albany	x						
Alberta				x			x
Arizona*							
Buffalo		x					
California-Los Angeles	x			x			
Columbia				x			
Dalhousie				x			x
Drexel*							
Emory				x			x
Emporia	x	x					
Florida State	x	x					
Hawaii		x		x		x	
Illinois	x	x					x
Iowa		x					x
Kent				x			
Kentucky		x	x				
Long Island		x		x			
Louisiana		x					
Maryland		x			x		x

*No data provided

TABLE V-12: Methods of Determining Compensation for Non-Credit Continuing Education Faculty in ALA Programs, 1985-85 (cont'd)

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	
McGill		x					
Michigan			x	x			
Missouri							x
N.C.-Chapel Hill		x					x
N.C.-Central	x	x					
N.C.-Greensboro		x	x				
Northern Illinois	x	x			x	x	
Oklahoma							x
Peabody-Vanderbilt	x						
Pittsburgh		x					
Pratt		x					
Rhode Island		x		x			x
Rosary		x	x				
Rutgers	x	x					
St. Johns			x	x			x
Simmons	x	x					
South Carolina		x	x				
South Florida	x	x					x
Southern Connecticut		x			x		
Southern Mississippi		x		x			x
Syracuse	x	x					x
Tennessee		x	x	x			
Texas	x	x	x				

TABLE V-12: Methods of Determining Compensation for Non-Credit Continuing Education Faculty in ALA Programs, 1985-86 (cont'd)

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	
Texas Woman's		x		x			
Toronto			x	x			
Washington		x			x		
Wisconsin-Madison	x	x	x	x			
Wisconsin-Milwaukee		x					

TABLE V-13: Methods of Determining Compensation for Credit Continuing Education Faculty in ALA Programs, 1985-86

School	Negotiated		Flat Fee		Formula		Part of Teaching/ Service Load
	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	Own Faculty	Outside Instruc.	
Arizona			X	X			
Florida State		X	X				
Illinois					X	X	
Iowa		X					
Kent				X	X	X	
Michigan			X	X			
Missouri		X					
N.C.-Chapel Hill	X						
N.C.-Greensboro		X	X				
Northern Illinois	X	X					
Oklahoma							X
Pittsburgh		X					
Rutgers			X	X			X
St. Johns				X			X
South Florida	X	X					X
Southern Connecticut					X	X	
Southern Mississippi			X	X			X
Texas Woman's		X					
Washington				X	X		
Wisconsin-Madison					X	X	

Most schools continued to use both their own faculty and information practitioners as the primary instructors for continuing education activities. Visiting faculty and faculty from other institutions were distant third and fourth place contenders. The least used group consisted of other faculty in one's own institution. There may be a message here, particularly as ALISE has become concerned through its conference programming with interdisciplinary connections. Perhaps continuing education coordinators and planners might be well-advised to seriously consider tapping the resources of the home institution with more frequency in order to increase visibility as well as gain additional instructional expertise.

A summary of responses is provided in Table V-14; data for individual schools may be found in Table V-15.

TABLE V-14: Summary of Sources of Faculty for Continuing Education Instruction in ALA Programs, 1985-86

	Number of Schools				
	Not at all				To a great extent
Source of Instructor	1	2	3	4	5
Own Library/Information Science Faculty	7	7	12	9	9
Visiting Library/Information Science Faculty	13	7	9	4	1
Other Faculty in Own Institution	13	13	4	1	0
Other Faculty from Other Institution	14	7	11	0	1
Information Practitioners	3	2	12	6	14
Other	0	0	6	1	7

TABLE V-15: Sources of Faculty for Continuing Education Instruction in ALA Programs, 1985-86

School	Library/Info. Science Faculty	Visiting Library/Info. Sci. Faculy	Other Faculty in Own Institution	Other Faculty from Other Inst	Library/Info. Science Practitioners	Other
Albany	4	4	1	1	3	
Alberta	4	1	2	2	5	
Arizona	4	3	1	3	3	
Buffalo	1	1	1	1	5	
California-LA	3	3			3	
Columbia	2		2	3	3	
Dalhousie	1	4	1	1	5	
Drexel	3				3	3 (Non-Library)
Emory	3	1	4	3	4	
Emporia	1			5	3	
Florida State	4	2				
Hawaii	3	5				
Illinois	3	3	3	3	3	
Iowa	5	4	2	2	5	5 (Authors, illustrators, editors)
Kent	2	2	2	2	4	
Kentucky	5	1	3	1	2	
Long Island	1					5 (storyteller)
Louisiana	2	1	1	1	1	

SCALE: (Not at all) 1-5 (To a Great Extent)

*No data given

TABLE V-15: Sources of Faculty for Continuing Education Instruction in ALA Programs, 1985-86 (cont'd)

School	Library/Info. Science Faculty	Visiting Library/Info. Sci. Faculy	Other Faculty in Own Institution	Other Faculty from Other Inst	Library/Info. Science Practitioners	Other
Maryland	2	2	1	1	2	
McGill	1					
Michigan	3	1	1	3	3	3 (Doctoral students, consultants)
Missouri	5		1	1	1	
N.C.-Chapel Hill	3	1	2	2	4	
N.C.-Central	4	3	2	3	5	
N.C.-Greensboro	4	3			5	
Northern Illinois	5	3	1	3	3	
Oklahoma	*	*	*	*	*	
Peabody Vanderbilt	5					
Pittsburgh	*	*	*	*	*	
Pratt	1	1	2	1	5	
Rhode Island	3	1	1	1	5	
Rutgers	3	3	2	3	5	
Rosary	2	1	3	1	4	
St. Johns	5	3	2	2	3	
Simmons	*	*	*	*	*	
South Carolina	3	3			5	4 (consultants)
South Florida	4	4	3	3	*	
Southern Connecticut	5				5	
Southern Mississippi	5	2	2	3	3	3 (specialists)

TABLE V-15: Sources of Faculty for Continuing Education Instruction in ALA Programs, 1985-86 (cont'd)

School	Library/Info. Science Faculty	Visiting Library/Info. Sci. Faculy	Other Faculty in Own Institution	Other Faculty from Other Inst	Library/Info. Science Practitioners	Other
Syracuse	3	2	1	1	5	3 (educators, administrators)
Tennessee	5	1	2	1	1	5 (online instructors)
Texas	2	1	2	2	4	
Texas Woman's	1				5	3 (archivist)
Toronto	4	2	2	1	3	3 (PhD students & librarians)
Washington	2	2	1	1	4	
Wisconsin-Madison	4	1	2	2	5	
Wisconsin-Milwaukee	3		1	3	3	

Table V-16 shows that 26 schools (60 percent) reported that they used a school coordinator to manage either the total continuing education programs or individual activities. In addition, 26 schools reported that one faculty member (58 percent) assumed this responsibility. In 11 cases, both the school coordinator and individual faculty member categories were checked; this may indicate an overlap of responsibility and/or reporting. Also in 11 cases, both the school coordinator and a university office of continuing education were reported. This overlap suggests that the university office may serve as a resource or facilitator in a number of situations. Faculty rotation was least often utilized to coordinate continuing education, which may attest to a need for continuity.

Table V-17 provides detailed responses concerning the management arrangements in various schools. The "T" indicates responsibility for the total program; the "I" indicates responsibility for individual activities.

TABLE V-16: Summary of Methods of Administration and Coordination of Continuing Education Activities in ALA Programs, 1985-86

Method of Administration and Coordination	No. Schools	Percent
Library School Coordinator	26	60
University Office of Continuing Education	15	35
Faculty Committee	11	25
One Faculty Member Assumes	26	59
Faculty Rotate	5	[illegible]
Dean or Director	19	44

TABLE V-17: Methods of Administration and Coordination for Continuing Education Activities in ALA Programs, 1985-86

School	School Coordinator	University Office of Cont. Ed.	Faculty Commit-tee	One Fac. Member	Fac. Rotate	Dean/ Director	Assoc. Dean
Albany				I			I
Alberta			T				
Arizona	I					T,I	
Buffalo				T			
California-Los Angeles		I		I			
Columbia	T			T			
Dalhousie	I		T				
Drexel				I		I	
Emory						T,I	
Emporia	T,I	I		I			
Florida State			T	I			
Hawaii	T	T				T	
Illinois	T,I	I		I	I	T	
Iowa	T	I			I		
Kent	T	T					
Kentucky		T	T	T			
Long Island	T			T			
Louisiana State			T	I	I	I	
Maryland	I			I		I	

T = Total Program
I = Individual Activities

TABLE V-17: Methods of Administration and Coordination for Continuing Education Activities in ALA Programs, 1985-86 (cont'd)

School	School Coordinator	University Office of Cont. Ed.	Faculty Committee	One Fac. Member	Fac. Rotate	Dean/ Director	Assoc. Dean
McGill			T	I		I	
Michigan	T			T			
Missouri				I		T	
N.C.-Chapel Hill				I		T,I	
N.C.-Central	T						
N.C.-Greensboro		T,I				T,I	
Northern Illinois	T,I	T,I					
Oklahoma					I		
Peabody Vanderbilt				I		T	
Pittsburgh	T						
Pratt	I	T,I					
Rhode Island			T	I			
Rosary				T			
Rutgers				T			
St. Johns		T,I			T,I	T,I	
Simmons	T		T	I		T	
South Carolina	T,I		T			T	
South Florida	T	I	T,I	I		T,I	
Southern Connecticut	T			I		I	
Southern Mississippi	I	I		I			
Syracuse	I						
Tennessee	T						
Texas	T						

TABLE V-17: Methods of Administration and Coordination for Continuing Education Activities in ALA Programs, 1985-86 (cont'd)

School	School Coordinator	University Office of Cont. Ed.	Faculty Commit-tee	One Fac. Member	Fac. Rotate	Dean/ Director	Assoc. Dean
Texas Woman's			T			T	
Toronto				T,I			
Washington	T						
Wisconsin-Madison	T	I		T			
Wisconsin-Milwaukee	T	I				I	

Non-ALA Programs

Seven schools which are not ALA programs responded to the 1985-86 questionnaire on continuing education: Bowling Green, Bridgewater, Chicago State University, Kutztown, Sam Houston and Wayne State. Only Wayne State reported any continuing education activity; the responses are given below.

No. of Events Held: 1 workshop

No. Clock Hours: 8

Enrollment: 140

Primary Geographical Groups: 90 percent local; 10 percent state

Financial Support: 5 percent institutional; 95 percent fees

Compensation for CE Faculty: Negotiated fee for outside instructors for non-credit activities; Part of load for faculty teaching in non-credit activities.

SUMMARY AND COMPARATIVE ANALYSIS

by

Jane B. Robbins

INTRODUCTION*

During 1986-1987, 575 full-time faculty members at 57 reporting schools of the 60 with master's level programs accredited by the ALA, instructed some 13,766 students (7,619 FTE), produced 3,944 graduates and instructed 15,644 enrollees in continuing education activities on an average budget of $789,731.

A table of summary statistics for the past five years, although imperfect statistically due to a variety of factors, gives a rough picture of what has been taking place in these categories.

Summary Statistics

ALISE Reporting Years

	1983	1984	1985	1986	1987
Full-time faculty	680	658	650	603	575
ALISE Schools	68	66	66	63	60
Students (head count)	12,200	12,656	13,370	12,792	13,766
Student (FTE)	6,769	7,177	7,338	7,056	7,619
Graduates	4,228	3,945	3,886	3,679	3,944
CE Enrollments	24,247	22,700	18,552	18,817	15,644
Average Budget	$609,396	$666,334	$683,588	$714,763	$789,731
Rate of increase	7.0%	9%	2.6%	4.6%	10.5%

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*Note: The summary and comparative analysis considers only schools with master's program accredited by the American Library Association.

The number of schools and number of full-time faculty are declining. The number of students, both head count and full-time equivalent, as well as the number of graduates, if not rising each year, certainly are not continuously declining. CE enrollments are declining, but average budgets are rising with the rate of increase jumping nicely for 1987 at the highest rate since the 1980 reporting year (1978/79 financial data).

FACULTY

Faculty Size

The faculty section includes information from 56 of the 60 schools that had ALA accredited master's degree programs on January 1, 1987. (Last year 62 schools that met the accreditation criterion reported.)

In the 14 years for which there is readily available data on faculty size, 1974-1987, the first 13 years showed a decrease in average number of full-time faculty each year, from 11.66 from 53 reporting schools in 1974 to 9.70 from 62 reporting schools in 1986. In 1987 with 57 schools reporting, an increase of .33 full-time faculty was calculated although total number of full-time faculty continued its steady decrease.

In comparing 1983 and 1987, in both years five schools had 15 or more full-time faculty but the largest faculty size reported in 1983 was 22 (68 schools reporting) and in 1987, 29 (57 schools reporting). The largest faculty size, 29, is a full modal size larger than the next largest at 20. More than half the reporting schools had a faculty size of fewer than 9 persons, although the most common faculty size is 9. Nine (9) has been the modal faculty size since 1985. The smallest full-time faculty size is four (4).

Although the percentage of female full-time faculty members has remained quite stable, ranging from a low of 40.8 percent of 684 faculty in 1978 to a high of 44.7 percent of 572 faculty in 1987, there has been a steady increase in the percentage of female faculty members reported since 1983. Categories in which there have been noteworthy changes in male-female percentages between 1976 and 1987 are at the assistant professor level, 46 to 62.4 percent, and in the percentage of female deans and directors,19.7 to 38.3 percent.

Nine (9) appointments of executive officers were reported between January 2, 1986 and January 1, 1987. Of 60 schools, 40 have an executive officer with the title of dean and 20 with the title of director or chair. Forty-four (44) of the executive officers held the rank of professor; 37 of them held the doctorate in library and information studies. Fifty-four (54) U.S. schools reported 47 white executive officers (87%). Fifty-five (55) schools reporting executive officer ages, counted 39 (70.1%) of 50 years of age or older. Approximately 15 percent of the executive officers are 60 years of age or older and, as has been continuously predicted, the schools can expect to see continuing changes in executive officers. In the past seven (7) years, the average number of changes in executive officers per year was 10.6. Age alone, of course, does not account for all executive changes; some executives believe around 10 years is enough of it! In fact, 40 percent of all executives have held their present position for two years or less, although many of these (we do not know how many) have held executive positions at other schools.

New Faculty Appointments

1986-87 saw the largest percentage (9.8%) of new faculty appointments to total full-time faculty positions in the 14 years of reporting; in only one year, 1977-78, was a larger total number (59) reported. There were 56 new appointments in 1986-87. Of these 56 appointments, 28 were male and 28 female.

By rank, seven (7) professors, 12 associates, 29 assistants, and 8 instructor/lecturers were appointed. All seven (7) professors were male, eight (8) of the 12 associates were male. In the assistant, instructor/lecturer categories, 13 were male and 24 female. Of the 26 appointments made for the academic year at the assistant professor level where the doctorate had been earned, males received salaries averaging $1,747 higher than females. The range of salaries for all 29 new assistant professors was $22,000 to $36,000. The advantage for male appointments at all levels continues the well-documented male compensation advantage. Only very occasionally, such as in 1985-86 when female assistant professor appointees had a mean salary advantage of $1,099, have females had a salary advantage in any category for even one year.

Faculty Salaries

Full salary data was made available for 572 faculty. Improvements in the mean faculty salary in 1986-87 over 1985-86 at each rank are evident. The greatest improvements over the past five years are for academic year executive officers (a 49.1% increase) and for fiscal year lecturers (a 52.1% increase) although the absolute numbers in these categories are quite small. Salary improvement over the 1985-86 year ranged from a low of 0 to a high of 12.6 percent. The majority of schools reported increases in the five (5) to seven (7) percent range.

Faculty Educational Level

Since 1977 the percentage of faculty holding the doctorate has increased from 61.8% to 79.9%. Ten (10) of 62 schools had all faculty members holding the doctorate; only three (3) schools had 50% or less of the faculty holding doctorates.

Tenure

More than two-thirds of the faculty hold tenure; five (5) schools reported that all full-time faculty positions are tenured. Males are more likely to be tenured than females due to their predominance in the ranks of associate, full professors, and executive officers.

Sabbatical Leaves

Thirty (30) faculty were on sabbatical or study leaves ranging from full time for three (3) months to one year at 90% time.

Professional Travel

The range of dollars committed by the schools to professional travel was reported from a low of $439 to a high of $50,075.

STUDENTS

Enrollment

In all programs offered by the schools, 13,766 students were enrolled; they represented 7,619 FTE students. Fifty-six (56) schools reported 8,921 master's students (5,756 FTE). Twenty-nine (29) schools reported 172 post master's students (88 FTE). Twenty (20) schools reported 498 doctoral students (309 FTE).

The numbers of full-time equivalent master's students ranged from a low of 29.58 to a high of 216.2. Three (3) schools (Long Island, Maryland, and Pittsburgh) reported over 200 FTE master's students; an additional 23 schools reported over 100 full-time equivalent master's students.

The largest number of FTE post-master's students were 9.34 and 9.0 reported by Southern Connecticut and Columbia.

The largest number of FTE doctoral students was reported by Rutgers with

50.21. Other schools reporting over 20 FTE doctoral students were Illinois, Indiana, and Pittsburgh.

Off-campus student enrollments were reported by 29 schools. The largest FTE off-campus enrollment was reported by Indiana with 83 FTE students. The next largest was Long Island with 65.67 FTE.

Nine (9) schools reported undergraduate library science majors. Montreal reported 77.75 FTE undergraduate majors and Pittsburgh 139.40 majors. (Whether there would be concensus that these undergraduate students are pursuing a library science major is doubtful.)

Degrees and Certificates Awarded

Fifty-five (55) schools reported in this category. The total number of master's degrees awarded was 3,596; 760 (21 percent) of these recipients were male. Black graduates numbered 121, Hispanic, 33, Asian Pacific, 66, American Indian/Alaskan Native, 7 and foreign, 160. Hawaii reported the largest number of Asian Pacific graduates and Atlanta the largest number of black graduates.

Indiana, Pittsburgh, and Simmons reported the largest number of master's degrees awarded: 160, 164, and 164. Three (3) additional schools reported over 100 graduates, Kent State, Maryland, and Western Ontario.

Columbia graduated 18 post-master's students and Pittsburgh granted 12 doctoral degrees; the next largest schools in these two categories were Pittsburgh, with nine (9) post-master's and Texas Woman's with eight (8) doctoral degrees.

Foreign Students Enrolled, Fall Term 1986

Nine (9) schools reported more than 20 foreign students: California-Los Angeles, Illinois, Indiana, Maryland, Pittsburgh, Rutgers, Simmons, Syracuse, and Texas. In 1983, just five (5) schools reported twenty or more foreign students: Case Western, Illinois, Indiana, Pittsburgh, and Simmons.

In both the 1983 ALISE report and this 1987 report Taiwanese students represent the largest number of foreign students. A major shift in Chinese students is noted between these two years--11 in 1983 and 77 in 1987. Other foreign countries with twenty or more students are Hong Kong, India, Korea, Malaysia, and Saudi Arabia.

Student Enrollment by Age and Gender

A comparison of the 1983 and 1987 ALISE statistics indicates that the age bracket 25-29 continues to hold the largest number of students, followed by the 30-34 age bracket. In 1983 the distribution by gender of all master's, post masters, and doctoral students was 20.7% male, 79.3% female; in 1987 it was 21.2% male, 78.8% female.

Tuition and Required Fees

The highest tuition and required fees reported was by Columbia at $13,680. Drexel, Emory, Pratt, and Simmons reported tuition and fees of $10,000+. Hawaii, NC-Central, NC-Greensboro, and Northern Illinois reported tuition and fees below $1,000.

CURRICULUM

Academic Year Division

Of the 57 schools reporting data for the 1985-86 year, all but six (6) operate on a semester calendar. All but two (2) reported having a summer session. Thirty-eight (38) of the schools offered instruction between 40 and 49 weeks each year.

Degree Programs and Credit Hour Requirement

Eleven (11) schools reported undergraduate majors in library and/or information science. Fourteen schools reported undergraduate minors. Eight (8) of the 14 schools with minors did not also offer majors. Thirty-six (36) schools of 57 reported that 36 credit hours were required for the master's degree. California-Berkeley reported the fewest number of hours--28, and California-Los Angeles the largest--72.

Joint Programs

Joint degree programs are offered by 27 of the 57 reporting schools. Indiana reports the availability of nine (9) joint programs. The most available joint programs are with History--11 programs, and Law--7 programs.

Required Course Work - Master's Degree Level

Required course work ranges from no course requirement to thirty-six (36) or more required credit hours. Twenty-three (23) schools require between 16 and 21 credit hours. Requirements, at least in number of credit hours required, remains stable over the past five years.

Forty-seven (47) of the schools reported that they allowed some method of exemption from a variety of course or prerequisite requirements. Fifteen (15) schools allow, under certain circumstances, exempted courses to count toward the master's degree.

Twelve (12) schools require a thesis or other culminating project as a part of their degree requirements; in 1983, 11 schools reported the requirement.

Fifty (50) schools offer field work for credit, with five (5) of them requiring field work.

Nineteen (19) schools require a comprehensive examination, six (6) a foreign language, and seven (7) some other type or combination of activities.

Off-Campus Instruction

Thirty three (33) schools reported offering one or more courses, totaling

totaling 235 offerings.) Approximately 46 percent of the courses offered were required courses and approximately 54 percent of the off-campus courses were instructed by "regular" faculty compared with on-campus instruction which is taught 78 percent by regular faculty. (How many faculty at your school would you describe as "regular"?) Indiana offered the largest number of off-campus courses--32, followed closely by Long Island with 28 and Kent with 23. In 1981-82, Indiana was also the school offering the largest number of courses off-campus, offering 21. Kent offered 20, but Long Island only 10.

South Carolina offered two (2) courses using open circuit television broadcasting. Indiana and Wisconsin-Milwaukee offered courses using one-way video and two-way audio. Emporia offered two (2) courses using two-way audio.

New or Experimental Courses

All reporting schools whether "ALA schools" or "Not ALA schools" reported a total of 144 new or experimental courses. The largest number of courses were added in the general areas of cataloging/technical processes--26 and bibliography/reference--23. In the management/type of libraries area, 19 courses were added; 17 were added in the technology area. Of the 55 courses dropped, cataloging/technical processes, bibliography/reference, and management/type of libraries also showed the highest activity; the number of courses dropped respectively were 10, 18, and 9. In the technology area only one (1) course was reported as dropped.

Figures for 1984-85 and 1983-84 in the new or experimental courses category showed 62 new courses, 45 dropped, and 107 new courses, 62 dropped. Last year Evelyn Daniel reported some eight (8) new courses in the information policy area. This year six (6) new courses in information policy were reported.

New Programs

Only five new programs were instituted in 1985-86: one was a non-degree program, one a multi-disciplinary Ph.D., and three joint master's with Comparative Literature, Education, and Slavic Languages and Literature; however, as in previous years there appears to be a vast variety and amount of curriculum investigation being undertaken ranging from tinkering with a course or two to wholesale curriculum review. It is extremely difficult to observe a trend of any kind, although a close analysis of curriculum adjustment over the ALISE statistics period 1980 to 1988 could make a fascinating, if arduous, study for someone when next year's report is prepared.

INCOME AND EXPENDITURES

Total and Average Income

Over the past five years basic financial data for the schools was reported as follows:

Year	N	Total Income	Average Income	Increase
1981/82	65	39,610,756	609,396	7.0
1982/83	61	40,646,371	666,334	9.0
1983/84	64	43,749,612	683,588	2.6
1984/85	56	40,026,720	714,763	4.6
1985/86	54	42,645,479	789,731	10.5

(N = Number of schools reporting total income)

Funding for the reporting schools included in the descriptive analysis ranged from a high of $3,154,847 to a low of $259,913. While the average income of the schools continues to increase, and the average income increase was 10.5 percent--the highest increase since 1978/79, still 18 schools reported income decreases ranging from one (1) to 17 percent. Fourteen (14) schools reported income of $1,000,000 or more, up from 11 in 1984-85 and only 44 percent of the schools reported incomes under $600,000 where 52 percent of the schools so reported in 1984-85.

Over the past five years there has generally been a decreasing percentage of total income coming from the parent institution and the federal government with an increasing percentage coming from other sources; however, the parent institution still funds the overwhelming portion -- 87.61% in 1985/86.

Northeastern U.S. schools report the highest average income in the U.S and also receive a higher percentage of their average total income from federal funding and other sources than do their counterparts in other areas of the U.S.

Expenditures by Category

In terms of percent of total 1985-86 expenditures, seven major categories were identified and reported as follows.

Category	% of total
Salaries and Wages	75.79
Teaching and Administration	10.55
Library	.96
Research	3.18
Student Aid	6.56
Continuing Education	1.11
Other	1.85
	100.00%

While most library collections (35) and/or library school library staffs (33) are funded from sources other than school income, it seems rather sad to note the miniscle financial support for library school libraries as a percentage of school income.

Computing Expenses

An analysis of expenditures for computing suggests that there is a wide disparity among schools in their ability to provide students with necessary computer-based educational opportunities.

CONTINUING PROFESSIONAL EDUCATION

Seventy-six (76) percent of 58 reporting schools, i.e., 44 schools, indicated offering continuing education activities in 1985-86. (Only events designed and offered primarily for the audience of practicing information professionals are reported as c.e. activities.) Ten (10) percent fewer programs reported c.e. activities in 1985-86 than did in 1983-84.

Over the six-year period 1980-81 there has been a 20 percent decline in the number of c.e. events offered and a drop in total enrollment of 17 percent from 1984-85 and 35 percent since the peak year of 1981-82. As Weingand points out in her chapter, the sharp decline in enrollments ". . . suggests that there are problems to be identified and addressed. Continuing education is more of an imperative for continued professional competence today than ever before, and yet the statistics are falling."

Four hundred and eighty (480) c.e. events were offered in 1985-86. Four (4) schools offered 25 or more events in the reporting period; Illinois, 27, McGill, 32, North Carolina Central, 41, and Wisconsin-Madison, 70.

The average level of support for c.e. activities generated from fees has risen to 68.5 percent. Institutional support accounts for 29.1 percent of c.e. support funding. (Other sources of support such as grants account for the remaining 2.4%)

Information practitioners and the school's own faculty were the primary c.e. instructors. Weingand notes that the group least used consisted of faculty from other units in the School's own institution; she points out that tapping this resource could increase the school's local visibility.

CONCLUSION

Although this author has been a very frequent user of the ALISE statistics since the publication of the first volume in 1980, this is the first time I have read a volume from cover to cover, and compared many chapters closely with chapters from other years. Also, I read each of the Summary and Comparative Analysis sections previously written by Russ Bidlack, Bill Summers, Kathleen Heim, and Evelyn Daniel. Russ, Kathleen and Evelyn struggled somewhat to come up with a reasonable conclusion: Dean Bidlack suggested that only the slightly deranged would have reached his concluding paragraph; Dean Daniel tried to find some positive trends in what was actually a rather gloomy statistical year; and, Dean Heim pointed out additional questions which could well be asked if only the response burden would not be too great. I should take Dean Summers' approach to the task of presenting concluding remarks and simply not present any, but I am unable to do so.

What comes to mind is to repeat the story attributed to the Harvard political scientist, Edward C. Banfield, an authority on urbanization and author of The Unheavenly City. Upon his retirement he was asked what he could conclude after several decades of close study of the nation's cities. He is reported to have replied, "Some do and some don't." After careful study of the ALISE Statistics I feel confident in repeating Banfield's observation.